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ABSTRACT

The guide consists of essays on classroom practice and strategy in adult English-as-a-second-language (ESL) instruction. Essays on practice include: "Benefits of Cooperative Learning: A Guide for Beginning ESL Teachers" (Amy Sak Bosma); "Process Writing in the Adult Education Classroom" (Rosemary Gillet); "Grammar for Pre-Literates" (Ida Korzhenyak); "Take Home Messages--Language and Culture at a Glance" (Angelita Lopez McCoy); "'I Caught Him Red-Headed' or the Joys and Sorrows of Teaching Idioms in Adult ESL" (Victoria Nikiforov); "Why Use Dialogues in ESL?" (Charlotte Nowak); "Paper Mentor" (Eileen Rande); and "How To Set Up Materials and Visuals in the Adult ESL Classroom" (Susan M. Rice). The strategy guide includes descriptions of a variety of ESL activities and techniques, evaluated and submitted by classroom teachers. (MSE)

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The Best of ESL

Practical - Strategy Guide for ESL

MAEPIP
(Michigan Adult Education Practitioner Inquiry Project)

Flint, Michigan

1995-1996

FL 801231

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The Best of ESL--Practical Guide for ESL

Amy Sak Bosma, Rosemary Gillet, Ida Korzhenyak,
Angelita Lopez McCoy, Victoria Nikiforov,
Charlotte Nowak, Eileen Rande, and Susan M. Rice

INQUIRY: How can ESL instructors create the best learning environment for adult students?

Unanimously recognizing the value and need to continue our MAEPIP 1995 project (**The Best of ESL Strategy Guide for ESL**), a committee of English as a Second Language instructors decided to concentrate their research on a question that every teacher ponders: How can ESL instructors create the best learning environment for adult students?

In order to answer this query, each MAEPIP 1996 participant explored one component of ESL instruction, thus compiling: **The Best of ESL--Practical Guide for ESL**. The guide offers recommendations for designing, preparing, and delivering ESL instruction to adult learners. **The Best of ESL--Practical Guide for ESL** augments **The Best of ESL--Strategy Guide for ESL** and is intended to be a resource to teachers at all levels of ESL instruction.

The guide incorporates material on teaching idioms, using dialogs, utilizing cooperative learning, identifying cultural barriers that affect second language acquisition, setting up classroom materials, teaching grammar to preliterate students, and addressing the specific needs of adult learners. A comprehensive section on using process writing to improve students' writing is included.

The Best of ESL--Practical Guide for ESL/The Best of ESL--Strategy Guide for ESL is a useful reference to English a Second Language practitioners. The committee's objective is that this project will be on-going; that is, ESL instructors will continue to share their knowledge of best practice as they discover effective new teaching strategies and improve existing strategies.

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THE BENEFITS OF COOPERATIVE LEARNING: A GUIDE FOR BEGINNING ESL TEACHERS

Amy Sak Bosma

We learn

10% of what we read

20% of what we hear

30% of what we see

50% of what we both see and hear

70% of what we discuss with others

80% of what we experience personally

95% of what we teach someone else

William Glasser

Perhaps the biggest challenge faced by a beginning teacher of English as a Second Language is attendance. It can prove very difficult to keep students attending class on a regular basis when no credit toward a diploma or certificate is given for ESL. Therefore, it becomes the responsibility of the ESL teacher to create lessons that are lively learning experiences that keep the students "coming back for more." Cooperative learning can do just that. Cooperative learning is a "group of students working together to solve problems, learn skills or produce a 'group' project." Barbara Powers, GISD) This article will discuss several benefits of using cooperative learning in an ESL classroom.

ATMOSPHERE

Many ESL students are uprooted from their native countries, living in a strange new land. The friendly, supportive atmosphere of the ESL classroom should be a safe haven for these students. When cooperative learning is used on a regular basis, it creates a positive, friendly atmosphere in the classroom. This is vital to the success of an ESL program, because many adult students feel intimidated by the very idea of being in a strange school setting. It is important to make them feel as comfortable as possible to ensure effective learning.

Another positive outcome of cooperative learning that helps adult students is the kindness and encouragement that they receive from their peers. Many times, the interaction and sense of understanding that students provide for each other can be a more valuable learning tool that anything provided by a teacher.

COMMUNICATION

The primary goal of an ESL classroom is to teach students to communicate effectively using the English language. It is now considered an outdated and overused practice to teach students English by solely writing out exercises from a textbook. In order for students to achieve oral English proficiency, they must practice on a daily basis. Cooperative learning is a wonderful tool for this because it requires students to communicate with each other in regards to an assigned topic. In this way, new units of vocabulary can be introduced, practiced and reinforced through the cooperative learning assignment.

TIME: A VALUABLE RESOURCE

This is something of which the ESL teacher never seems to have enough. There always seems to be multiple levels of English proficiency in each classroom. This requires not only a great deal of planning, but also some individualized attention for each student and/or group of students. Since most ESL classrooms are limited to one teacher and one assistant, it is much easier and more useful for the students to have several of them working together on a cooperative learning task. This not only provides oral proficiency practice for the students, it also provides the instructors with valuable time to be working with students on a more individualized basis.

SUGGESTIONS FOR USING COOPERATIVE LEARNING

1. When first using cooperative learning, limit activities to 10-15 minutes. It will "ease" the students into working with others, hopefully without intimidating them.

2. For the first cooperative learning activities, assign groups of friends to work together. This will help to create a friendlier atmosphere. Throwing strangers to work together on an activity that they may not understand could be very frightening.

3. While it is important that students stay on task while working on cooperative learning activities, it is equally important that oral proficiency is

reached AND a positive classroom atmosphere is maintained! Don't worry if students discuss other topics within their groups. Communication and consistent attendance are ESL goals also!!

4. Don't give up on cooperative learning! It takes adult students much longer than younger students to adjust to a new method of learning. Don't consider the first few lessons "failures" if they don't work well, they are an "adjustment period."

PROCESS WRITING IN ADULT EDUCATION CLASSROOMS

Rosemary Gillet

INQUIRY: How can teachers help students communicate effectively in writing?

Research shows that once students understand and practice the steps involved in the writing process, it is more likely they will become confident and proficient writers. This project set out to improve adult education students' writing skills. Twenty-four adult education teachers were asked to assess the training they have had in teaching writing as a process. Additionally, they were queried about their current classroom writing practices. After analyzing the survey findings, it appears that adult education teachers need to learn more about implementing the process writing approach across the curriculum. Since I believe that all teachers are responsible for teaching writing, I have recommended strategies for promoting the writing process in adult education classrooms. Readers are invited to share their suggestions for fostering written language skills among adult education students. Write to Rosemary Gillet, 1050 E. Tienken Rd., Rochester Hills, MI 48306.

WRITING SURVEY RESULTS

The communications committee is gathering baseline data and would appreciate it if you would complete this survey. Please return this form to Charlotte Nowak's mailbox by April 3. Thank you for your time and cooperation.

Name (optional) ______________________________

Subject(s) you teach ______________________________

How many days per week does your class meet? ______________

How many minutes per class session? ________________

1. Have you had training in process writing?

yes 52% no 49%

Comments: "yes, but not specifically in the steps now outlined"
"no, had classes in writing skills"

1a. Do you feel that you have been adequately trained to teach process writing?

yes 43% no 57%

2. Do you teach writing as a process? (Students use the strategies associated with process writing: pre-writing, drafting, revising, editing/proofreading, and publishing.)

yes 67% no 29%

Comment: "I do not teach writing."

If you answered yes to question #2, please respond to 2a-2e.

2a. Do your students pre-write? (Pre-writing is the stage in which writers generate and discover ideas, and consider purpose and audience for their writing.)

often 31% sometimes 56% seldom 13% never 6%

2b. Do your students compose a first draft? (Students develop, organize, and record the thoughts initiated in the pre-writing stage. Students may write the first draft with little concern for form or mechanics.)

often 50% sometimes 44% seldom 6% never 0%

2c. Do your students revise a paper before it is considered finished? (Revision is the "re-seeing" of the content of a piece of writing. It entails reorganization and development of subject matter, as well as stylistic changes made to suit a writer's purpose and intended audience.)

often 38% sometimes 56% seldom 13% never 0%

2d. Do your students proofread? (Proofreading is the stage of the writing process in which the writer attends to correctness in punctuation, spelling, word choice, usage, and so on.)

often 38% sometimes 56% seldom 13% never 0%
Comment: "Students often proofread their work and we help them."

2e. Do your students publish and/or share some of their pieces of written work with appropriate audiences?

often 13% sometimes 38% seldom 50% never 6%

3. Do you model writing for your students? (Do you incorporate classroom demonstration teaching?)

often 21% sometimes 38% seldom 25% never 8%

4. Do you write while your students are writing?

often 13% sometimes 38% seldom 13% never 29%
Comment: "No, we circulate and assist."

5. Do students have time every day to practice writing, revising, and/or publishing?

yes 33% no 63%
Comment: "yes, if it is an English class"

6. How much time do you devote to writing instruction daily?

Comments: "10 minutes or less and in some classes none"
"very little"
"varies"
"currently none--teaching math; in English class typically one-fourth to one-half of class time"
"NOT daily!"
"there is no set time, as my classes vary"
"15 minutes +"
"one time per week"
"extremely minimal"
"not very much"
"20 minutes"

"every Wednesday morning 210 minutes and 15-30 minutes on Monday, Tuesday, Thursday, and Friday"
"50-100 minutes"
"not a lot"
"one-third of class"
"none"
"100 minutes"

6a. If your class meets more than once per week, how much time you devote to writing instruction weekly?

Comments: "30 minutes"
"80 minutes"
"very little"
"1 hour"
"4-5 hours"
"225 minutes"
"very little"
"1-2 hours"
"one-third of time"
"approximately 2 hours"
"5 minutes"
"This is dependent on group, activities, and length of class."
"1 hour +"
"very little"
"400 minutes"
"4-5 hours"

7. During the previous six weeks, how many pieces have your students written?

1-2 pieces 42% 3-4 pieces 21% 5 or more pieces 25%
Comment: "just started a new term"

8. What domains of writing have your students worked in? (The domains are not totally discrete. Indeed, they often blend one into the other.) Check all that apply.

descriptive/sensory 50%
Intent: to describe in vivid sensory detail; to express individual feelings

narrative/imaginative 47%
Intent: to tell what happens, real or imaginary; to put in a time sequence

informative/practical 71%
Intent: to present basic information

expository/analytical 50%
Intent: to explain, analyze, persuade

9. What forms of writing have your students produced?

	often	sometimes	seldom	never
patterning grammar structures	33%	29%	8%	4%
analysis/interpretation of literature	4%	25%	13%	17%
data, observations	4%	38%	13%	4%
current events	8%	29%	13%	4%
essay answers	13%	33%	21%	4%
letters	4%	46%	13%	8%
poetry	0%	21%	29%	17%
book/media reviews	4%	21%	17%	17%
character sketches	8%	29%	13%	8%
resumes	4%	25%	25%	13%
scripts	0%	0%	25%	25%
biographical writing	8%	42%	17%	13%
interviews	4%	17%	21%	13%
short stories	8%	4%	17%	25%
lecture/class notes	25%	29%	13%	8%
summaries	17%	38%	8%	4%
reports/research papers	8%	29%	13%	8%
editorials	0%	21%	29%	13%
applications/forms	4%	29%	13%	13%
journals	21%	25%	13%	13%

9a. If your students have produced other forms of writing, please list the forms and record frequency.

Comments: "cookbook"
"autobiographical sketches"

10. What audiences have your students written for?

10a. The students have written for their teacher?

often 50% sometimes 33% seldom 0% never 4%

10b. The students have written for their classmates?

often 17% sometimes 29% seldom 29% never 13%

10c. The students have written for themselves?

often 33% sometimes 38% seldom 17% never 4%
Comment: "Students often do journal writing for themselves."

10d. If your students have written for other audiences, please list the audiences and record frequency.

Comments: "actual work applications"
"letters to congressmen--seldom"
"cookbook--distributed to school board and staff"
"In journalism, students put out a school paper. Many people at Niles Community High School have access to this."
"sometimes writings are displayed"

11. What methods of evaluation do you use?

11a. Do you use holistic grading? (Holistic scoring is evaluating the paper as a whole. It assumes that each writing skill is related and that no one skill is more important or should receive greater emphasis than another. The evaluation is achieved through the use of a rubric (scoring guide) which lists the criteria for each score.

often 42% sometimes 17% seldom 21% never 8%
Comments: "no formal rubric used"
"score, NEVER! only correct mistakes"

11b. Do you use focus correction? (The teacher first determines two to three instructional objectives to be achieved during the course of the writing lesson. These instructional objectives then become the focus correction areas, that is the areas in which the paper will be evaluated. The teacher then provides instruction on each of these objectives. When evaluating papers, the teacher grades only on the focus correction areas.)

often 4% sometimes 50% seldom 21% never 13%

11c. Do you use writing folders? (The student organizes first and final drafts in a cumulative writing folder. This collection of a student's writing provides an opportunity for regeneration of ideas for more writings and a chance to develop grammar skills based on individual needs.)

often 17%   sometimes 4%   seldom 21%   never 46%

11d. Do you use teacher-student writing conferences?

often 25%   sometimes 25%   seldom 21%   never 25%

11e. If you use other methods of evaluation, please describe the methods and record frequency of use.

Comment: "none"

12. Do you use peer conferencing in your classroom?

often 13%   sometimes 38%   seldom 25%   never 17%
Comment: "seldom, due to class situation"

13. Comments, questions, and/or suggestions that you would like to share about process writing

"nice idea--BUT--too many students, too temporary, too mobile"

"We need to be inserviced on process writing and see its applications to ESL at all levels as well as content areas."

"Although the Learning Center is not taught as a classroom, the students do have some opportunity for writing. They will analyze articles or write a summary of a newspaper article. The writing process is not taught. The content of their articles is evaluated."

"Before process writing my students should have had work in sentence structure and simple three sentence paragraphs."

"Evaluation on computer is based on concepts learned. At a computer you have many aids to correct writing: (1) format, (2) spelling check, (3) grammar check, (4) proofreading, which is stressed.

"I do not teach the language arts classes, but I know how important writing is and should be practiced across the curriculum. I am working on incorporating writing into my classroom."

"Students and I have found the brainstorming/pre-writing very helpful in generating ideas, especially for ESL students. The same is true of conferencing with the teacher and discussing ideas with other students. (They can learn from each other.)

"I believe that this would be a useful process to incorporate in our classroom. However, the learning center format and the technical nature (computer) of many of my classes do not allow for the extensive process emphasis. Indeed, the lack of regularity among student attendance creates a great obstacle to incorporating these methods in the classroom, as they are dependent on student ownership/participation."

WRITING SURVEY

Directions: Please check only one response for each item unless indicated otherwise.

1. Have you had training in process writing?

yes_____ no_____

If you answered "yes" to question #1, respond to item 1a & 1b.

1a. How much training have you had in process writing?

____

1b. Do you feel that you have been adequately trained to teach process writing?

yes_____ no_____

2. Do you incorporate writing in your classroom?

often_____ sometimes_____ seldom_____ never_____

3. Do you teach writing as a process? (Students use the strategies associated with process writing: pre-writing, drafting, revising, editing/proofreading, and publishing.)

yes_____ no_____

If you answered "yes" to question #3, respond to 3a thru 3e.

3a. Do your students pre-write? (Pre-writing is the stage in which writers generate and discover ideas, and consider purpose and audience for their writing.)

often____ sometimes____ seldom____ never____

3b. Do your students compose a first draft? (Students develop, organize, and record the thoughts initiated in the pre-writing stage. Students may write the first draft with little concern for form or mechanics.)

often____ sometimes____ seldom____ never____

3c. Do your students revise a paper before it is considered finished? (Revision is the "re-seeing" of the content of a piece of writing. It entails reorganization and development of subject matter, as well as stylistic changes made to suit a writer's purpose and intended audience.)

often____ sometimes____ seldom____ never____

3d. Do your students proofread/edit? (Proofreading/editing is the stage of the writing process in which the writer attends to correct punctuation, spelling, word choice, usage, and so on.)

often____ sometimes____ seldom____ never____

3e. Do your students publish and/or share some of their pieces of written work with appropriate audiences?

often____ sometimes____ seldom____ never____

4. Do you model writing for your students? (Do you use classroom demonstrations in your lessons?)

often____ sometimes____ seldom____ never____

5. Do you write while your students are writing? (Do you participate in the same writing activities the students are engaged in so that you can understand their struggles and share your writing strategies?)

often____ sometimes____ seldom____ never____

6. Do students in your class have time to practice writing, revising, and/or publishing every day?

yes_____ no_____

7. On average, how many minutes do you devote to writing instruction each day in your classroom? __________minutes

7a. If your class meets more than once per week, how many minutes on average do you devote to writing instruction weekly? _________minutes per week

8. During the previous six weeks, how many pieces have your students written?

0 pieces___ 1-2 pieces___ 3-4 pieces___ 5 or more pieces___

9. What domains of writing have your students worked in? (The domains are not totally discrete. Indeed, they often blend one into the other.) **Check all domains that apply.**

descriptive/sensory_____
Intent: to describe in vivid sensory detail; to express individual feelings

narrative/imaginative_____
Intent: to tell what happens, real or imaginary; to put descriptive details into a time/order sequence

informative/practical_____
Intent: to present clear information without much analysis or explanation

expository/analytical_____
Intent: to explain, to analyze, to influence, and to persuade

10. What forms of writing have your students produced?

	often	sometimes	seldom	never
patterning grammar structures				
analysis/interpretation of literature				
data, observations				
current events				
essay answers				
letters				
poetry				
book/media reviews				
character sketches				
resumes				
scripts				
interviews				
short stories				
lecture/class notes				

	often	sometimes	seldom	never
autobiographies				
biographies				
summaries				
reports/research papers				
editorials				
applications/forms				
journals				
other: ______				
______				
______				

11. Do you help your students find real audiences for their writing?

often____ sometimes____ seldom____ never____

11a. Do the students write for the teacher?

often____ sometimes____ seldom____ never____

11b. Do the students write for classmates?

often____ sometimes____ seldom____ never____

11c. Do the students written for themselves?

often____ sometimes____ seldom____ never____

11d. What other audiences have your students written for? Please list the audiences and state how often students have written for each audience.

____

____

12. Do students have opportunities to share their writing and receive specific feedback about their writing from their peers?

often____ sometimes____ seldom____ never____

13. Do you respond to students' writing?

often____ sometimes____ seldom____ never____

13a. Do you use holistic scoring? (Holistic scoring is evaluating the paper as a whole. It assumes that each writing skill is related and that no one skill is more important or should receive greater emphasis than another. The evaluation is achieved through the use of a rubric (scoring guide) which lists the criteria for each score. Students know in advance the purpose of the evaluation and the criteria by which the work will be judged.)

often____ sometimes____ seldom____ never____

13b. Do you use focus correction? (The teacher first determines two to three instructional objectives to be achieved during the course of the writing lesson. These instructional objectives then become the focus correction areas, that is the areas in which the paper will be evaluated. The teacher then provides instruction on each of these objectives. When evaluating papers, the teacher grades only on the focus correction areas.

often____ sometimes____ seldom____ never____

13c. Do you use writing folders? (The student organizes first and final drafts in a cumulative writing folder. This collection of a student's writing provides an opportunity for regeneration of ideas for more writings and a chance to develop grammar skills based on individual needs.)

often____ sometimes____ seldom____ never____

13d. Do you use teacher-student writing conferences?

often____ sometimes____ seldom____ never____

13e. What other methods do you use for responding to students' writing? **Please describe the methods you use and state how frequently you utilize them in your class.**

____

____

____

____

____

____

14. Do you have any comments, questions, and/or suggestions that you would like to share about The Process Writing approach?

____

____

____

____

____

____

15. What classes do you teach? _______________

____

____

____

16. How many days per week does each class meet? _______________

____

____

____

17. How many minutes per class session? _______________

____

____

____

ANALYSIS OF WRITING SURVEY RESPONSES

In order to gain a sense of teachers' experiences with process writing, the communications committee conducted a survey. The writing survey was distributed to thirty teachers at Niles Community High School and Niles Continuing Education Center (Adult and Community Education). Twenty-three surveys were completed and returned.

After compiling the data and examining the responses, I drew the following conclusions about the staff's experiences with process writing:

a.) Some of the teachers need training in process writing. 49% of the teachers reported that they had no training in process writing (question #1).

b.) Some of the teachers require additional training in process writing. 57% of the teachers reported that they had not been adequately trained to teach process writing (question #1a).

c.) I think there is an assumption that instructors are focusing on the process of writing; unfortunately, this is not the case. 67% of the teachers reported that they teach writing as a process (question #2).

d.) While teachers may be aware of process writing, some are not providing students with writing opportunities that facilitate understanding and encourage practice in the steps involved in composing. In other words, students do not regularly experience the five stages of the writing process. 31% of the teachers reported that students often pre-write (question #2a). 50% of the teachers reported that students often compose a first draft (question #2b). 38% of the teachers reported that students often revise a paper before it is considered finished (question #2c). 38% of the teachers report that students often proofread/edit (question #2d). 13% of the teachers reported that students often publish and/or share their work with appropriate audiences (question #2e).

e.) Few teachers model writing for their students. 21% of the teachers reported that they often use classroom demonstrations in their lessons (question #3).

f.) Few teachers write while their students are writing so that they can understand the difficulties and challenges that writers encounter while they are in the composing process. 13% of the teachers reported that they often write while their students are writing (question #4).

g.) Students don't write very much. 33% of the teachers reported that students practice writing every day (question #5). 42% of the teachers reported that students had written 1-2 pieces during the previous six weeks (question #7). 25% of the teachers reported that students had written 5 or more pieces in the last six weeks (question #7).

h.) Writing in the content areas is done infrequently. Writing is seldom used as a tool for learning. (question #5, question #7, and comments).

i.) Writing across the curriculum does not seem to be a common approach. Writing seems to be confined to composition classes and English departments. (question #5, question #6, question #6a, question #7, and comments).

j.) Students are not fluent in the four domains of writing: descriptive/sensory; narrative/imaginative; informative/practical; expository/analytical. 50% of the teachers reported that students had worked in the descriptive/sensory domain. 47% of the teachers reported that students had worked in the narrative/imaginative domain. 71% of the teachers reported that students had worked in the informative/practical domain. 50% of the teachers reported that students had worked in the expository/analytical domain (question #8).

k.) Students seldom perform authentic writing tasks that call for communicative writing which addresses real audiences. 50% of the teachers reported that students had often written for their teacher. 29% of the teachers reported that students had written for audiences other than their teacher, classmates, or themselves (question #10). 13% of the teachers reported that students often publish and/or share their writing with appropriate audiences (question #2e).

l.) Teachers need more information about alternative methods of responding to students' writing. 17% of the teachers report that they sometimes use holistic scoring (question #11a). 50% of the teachers report that they sometimes use focus correction (question #11b). 4% of the teachers report that they sometimes use writing folders (question #11c). 25% of the teachers report that they sometimes use teacher-student writing conferences (question #11d).

m.) Students seldom experience peer-conferencing. 13% of the teachers report that students often conference with peers about their writing (question #12).

SUGGESTIONS FOR IMPROVING STUDENT WRITING

What can teachers and administrators do to help students communicate more effectively in written English?

a.) Promote writing as a powerful tool for self-expression, communication, and learning.

b.) Teach writing as a process which embodies five stages: pre-writing, drafting, revising, proofreading/editing, and publishing. Research shows that by using the writing process, educators can help all students produce polished pieces. (By implementing a method for writing called The Writing Process, we would be complying with Troy School District's writing curriculum guidelines.)

c.) Incorporate the following in all writing tasks: 1) the development of fluency, 2) the use of the writing process, 3) a sense of audience and purpose, 4) the teaching of editing skills. (This information is presented in Troy School District's publication Writing Tasks.)

d.) Stress the final product and formal correctness less and emphasize process, fluency, context, development of ideas, and understanding more. The emphasis should not be so much on the final product itself as it is on "how to make" the final product.

e.) Provide students with a range of opportunities to express themselves in writing. Research shows that once students understand and practice the steps involved in composing, it is more likely they will become skilled and confident writers.

f.) Provide students with explicit reasons for learning to communicate in the four domains of writing using a variety of modes (forms).

g.) Help students identify authentic situations that call for real communicative writing addressed to genuine audiences. Part of writing competence is having a clear concept of the intent for writing, including audience, and being able to organize in the mode that best fits that intention.

h.) Prepare students to function in the real world by developing writing tasks for purposes other than teacher evaluation and assessment. Students should have opportunities to experience audiences other than the teacher as assessor.

i.) Use writing as a tool for learning by incorporating writing in the content areas. The objective of writing the content areas is to focus student thinking; thereby, facilitating better understanding of the subject matter. Students who write in the content areas often produce better written products with practice, but this result is an added benefit, not the prime objective.

j.) Adopt a writing across the curriculum approach. The objective of writing across the curriculum is to improve the quality of writing.

k.) Incorporate classroom writing demonstrations into lessons.

l.) Write as the students are writing. Teachers of writing need to experience what they are asking of their students, and they need to discover and understand, through their own writing, the process (of writing) they are teaching. By writing along with their students, teachers can share their experiences of frustration, anxiety, and satisfaction in the composing process.

m.) Involve students in the evaluation process so they develop skills for assessing and monitoring their own performance and progress in writing.

n.) Use read-around groups so students can learn to distinguish between writing that expresses a concept clearly and accurately and writing that does not. Read-around groups improve students' understanding of the course content through sharing ideas in a group. Thus, the process improves not only writing skills but also clarifies and reinforces course content.

o.) Use writer-response groups so that students become aware of the criteria for effective writing and learn to recognize areas which need improvement not only in the papers of others but also in their own compositions. Students learn about the writing process through reading, scoring, and responding to the efforts of his or her peers.

p.) Make students' written work public. Publishing can be used as a strategy to encourage revision.

q.) Use the word processor to make composing and revising physically less demanding, faster, and more efficient. By allowing students to incorporate peer feedback immediately, the word processor enables the writer to see his or her work from the perspective of the reader.

r.) Help students gain control over the language by practicing proofreading/editing strategies within the context of their own writing. Proofreading/editing is the stage of the writing process where students learn the conventions of the English language, including usage, grammar, punctuation, and capitalization.

s.) Maintain student writing portfolios. The writing portfolio may contain a sequential record of each student's prompts, rubrics, drafts, and final scored papers. Portfolios are an effective means of documenting students' progress as well as for making short-term and long-term goals.

t.) Implement holistic scoring as one method of evaluation. Holistic scoring moderates the paper load for teachers, provides specific criteria for evaluation, improves assignments, allows more time for writing, and motivates students to understand what constitutes good writing.

u.) Conduct teacher-student writing conferences in order to respond to selected papers or particular assignments in more depth. Individual conferences give teachers an opportunity to provide the kind of content-based feedback that will genuinely help students improve their writing.

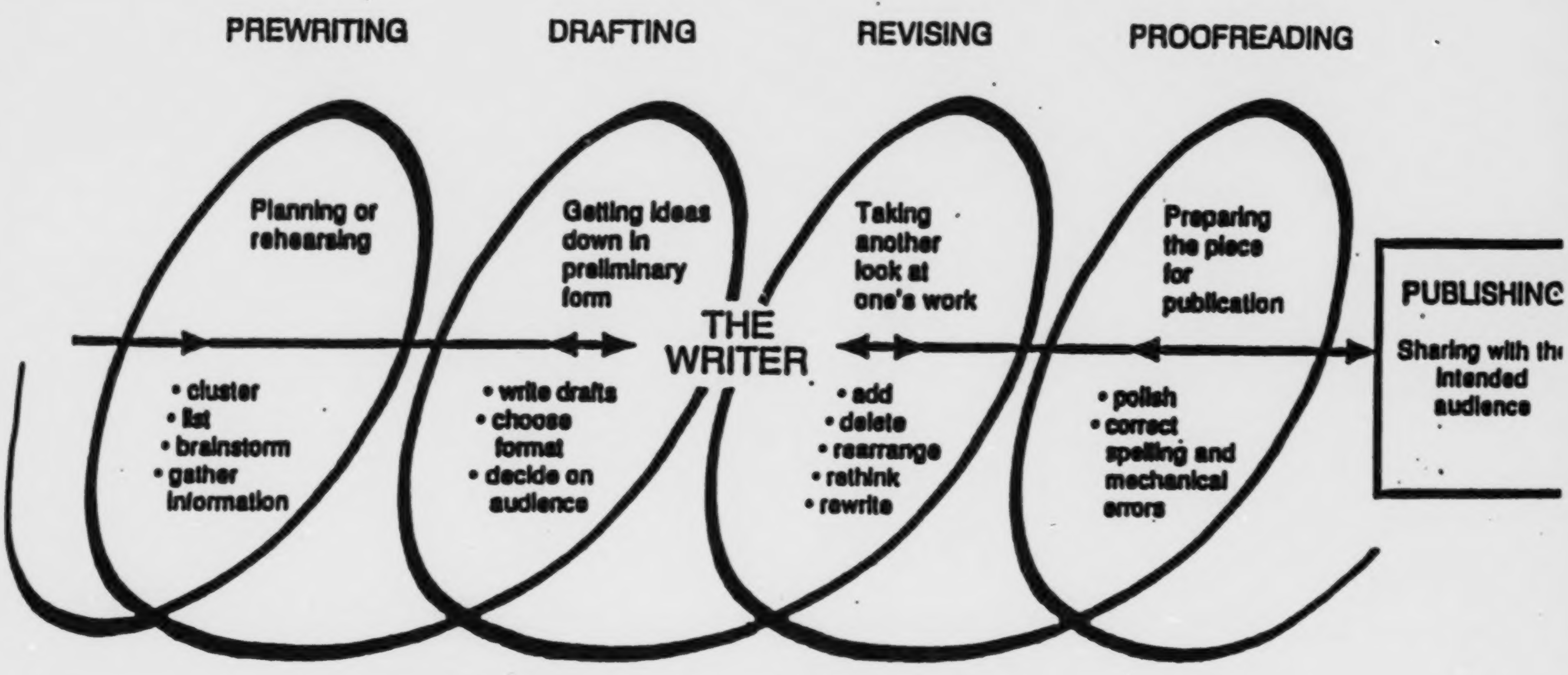
v.) Provide new teachers, experienced teachers, and administrators with continuous and extensive professional development on the following topics: 1) process writing in the adult education classroom and in the English as a Second Language classroom, 2) writing across the curriculum, 3) writing in the content areas, 4) alternative methods for responding to student writing.

w.) Develop a writing program in which cross-curriculum planning and current research play an important role.

x.) Establish a writing center which includes professional materials on writing for teacher use, plus equipment for book binding of student writing.

y.) Work collaboratively with institutions of higher learning, businesses, and corporations to solve the writing problems of students.

WRITING AS PROCESS



PREWRITING

Planning or rehearsing

- cluster
- list
- brainstorm
- gather information

DRAFTING

Getting ideas down in preliminary form

- write drafts
- choose format
- decide on audience

THE WRITER

REVISING

Taking another look at one's work

- add
- delete
- rearrange
- rethink
- rewrite

PROOFREADING

Preparing the piece for publication

- polish
- correct spelling and mechanical errors

PUBLISHING

Sharing with the intended audience

Prepared for the Michigan Proficiency Examination Framework for Writing by the Michigan Council of Teachers of English (1993)

Writing Process Practices

Students must learn that writing is a process that includes stages called prewriting, drafting, revising, proofreading/editing, and publishing. The following list presents some strategies for teaching the five stages of the writing process:

PREWRITING

word lists
experiencing art, musical, and physical activities
mapping
clustering/bubbling
illustrating
field trips
films
composing orally
role-playing/dramatizing
brainstorming
gathering information
reading
free association
discussing, planning, rehearsing
journal entries
problem solving
debating
recalling experiences
interviewing
classifying
modeling
free writing

DRAFTING

modeling
journal writing
poetry patterns/substitutions
book patterns/substitutions
note-taking
outlining
paraphrasing
shared composing
word processing

REVISING

modeling
teacher-student conferences
interviews
read-around groups
writing-response groups
class examples
word processing

PROOFREADING/EDITING

editing partners
class examples
teacher-student conferences
read-around groups
writing-response groups
sentence combining
morning messages
daily oral language
word processing

PUBLISHING

class books
individual books
public readings
oral presentations
classroom/school displays
choral readings
classroom/school newspapers
literary magazines
letters
dramatic presentations
contest entries
public displays/community bulletin boards

Domains and Modes of Writing

The following list includes the four domains of writing and suggests possible modes of writing within the domains. The examples suggested are illustrative only. They are neither exhaustive nor prescriptive. It is probable that any mode could be used in any domain.

Sensory/Descriptive

Intent: to describe in vivid sensory details; to express individual feelings

advertising copy
bumper sticker
character sketch
commercial
diary entry
greeting cards
jokes
journal entry
personal letter
poetry
poster
riddle
slogan
song
tribute to a service organization

Narrative/Imaginative

Intent: to tell what happens, real or imaginary; to put descriptive details into a time/order sequence

anecdote
autobiographical sketch
biographical sketch
book jacket
cartoon
human interest story
itinerary
photographs with captions
reminiscences/memoirs
script for radio shows
script for plays
script for video productions
short story
timeline
travelogue
yearbook

Informative/Practical

Intent: to present clear information without much analysis or explanation

accident report
agenda
announcement
application
budget
bulletin
business letter
calendar of events
classified advertisement
contract
directions/steps in a process
directory of resources, services, and so forth
expense account form
friendly note
guide/handbook
interview
invoice for a purchase
job description
lecture/class notes
list
memorandum
minutes of meetings
message
newsletter
news report
observation
pamphlet
petition
poll/survey
postcard message
recipe
report
resume
schedule
summary

Expository/Analytical

Intent: to explain, to analyze, to influence, and to persuade

advice
editorial
essay answer
letter of intent
letter to the editor
letter of recommendation
promotional brochure
research paper
review of a book, a play, and so forth
speech

Suggested Audiences for Writers

administrators

advertising agencies

artists

athletes

authors/poets

businesses/corporations

cartoonists

chamber of commerce

charities

colleges/universities

community figures

editors (magazine/newspaper)

government agencies

hospital patients

journalists

local/national politicians

movie stars/rock stars

non-profit agencies

parents/relatives

peers (classmates, students in other schools)

pen pals

publishers

radio stations

travel agencies/bureaus

senior citizens

stores

younger students/older students

DIRECT WRITING SAMPLE

1. Select writing prompts that are developmentally appropriate.
2. Provide a choice of topics.
3. Check the topics for cultural bias.
4. Give clear directions.
5. Give the students the scoring criteria.
6. Rate the direct writing sample on a holistic scale.

Rating	Criteria
5	• Vocabulary is precise, varied, and vivid • Organization is appropriate to writing assignment and contains clear introduction, development of ideas, and conclusion • Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing • Meaning is conveyed effectively • A few mechanical errors may be present but do not disrupt communication • Shows a clear understanding of writing and topic development
4	• Vocabulary is adequate for grade level • Events are organized logically, but some part of the sample may not be fully developed • Some transition of ideas is evident • Meaning is conveyed but breaks down at times • Mechanical errors are present but do not disrupt communication • Shows a good understanding of writing and topic development
3	• Vocabulary is simple • Organization may be extremely simple or there may be evidence of disorganization • There are a few transitional markers or repetitive transitional markers • Meaning is frequently not clear • Mechanical errors affect communication • Shows some understanding of writing and topic development
2	• Vocabulary is limited and repetitious • Sample is comprised of only a few disjointed sentences • No transitional markers • Meaning is unclear • Mechanical error cause serious disruption in communication • Shows little evidence of discourse understanding
1	• Responds with a few isolated words • No complete sentences are written • No evidence of concepts of writing
0	• No response

Reference: Valdez Pierce, L., & O'Malley, J. M. (1992). Performance and portfolio assessment for language minority students. *NCBE Program Information Guide Series, 9.*

IDEAS FOR ITEMS TO INCLUDE IN A PORTFOLIO

ORAL LANGUAGE

- Oral interviews
- Story retellings
- Simulations / role plays
- Directed dialogues
- Incomplete story / topic prompts
- Picture cues
- Teacher observation checklists
- Student self-assessment
- Rating Scales

READING

- Miscue analysis
- Individual reading inventory
- Anecdotal records
- Cloze tests
- Lists of books read
- Sample reading passages
- Checklists/rating scales

WRITING

- Writing samples
- Dialogue journals
- Process writing
- Letters to real audiences
- Anecdotal records
- Rating scales

Reference: Valdez Pierce, L., & O'Malley, J. M. (1996, March). Designing portfolios and authentic classroom assessments. Preconvention Institute presented at the meeting of Teachers of English to Speakers of Other Languages, Chicago, IL.

Grammar for Pre-Literates

Ida Korzhenyak

Every group of language learners presents a special set of challenges to even the most experienced educator. The problems can be overcome if the instructor remembers the basic principle of instructional design, responds to the students' needs and understands their difficulties.

Some of the problems of pre-literates face include lack of basic education in a first language, non-existence of some grammar forms in the first language, and pronunciation difficulties in English. For example, Japanese don't use verbs in tenses, but just use certain words to express present, past and future. Polite words and tag questions which Americans insert in commands are practically non-existent in Arabic. In addition, articles and the verb "to be" are not found in many other languages.

Creativity, physical demonstration, repetition, and use of pictures are a must with pre-literate learners. Regardless of the techniques used by the instructor, the class will not progress until students realize a specific need for the material. Without direct applicability to immediate life situations even the best material will appear boring and useless. Therefore the instructor must assess the needs of the participants. Motivated students acquire language skill much more quickly than non-motivated.

"TAKE HOME MESSAGES"

Angelita Lopez McCoy

- Realize that their culture and values are different than yours - not worse nor better.
- Respect even the most humble home and individuals especially their family structure.
- Always receive what people offer and in the spirit of their giving - avoid rejecting these offerings.
- Use your own offering to build up their trust and confidence in you.
- Build community in all that you do.

LANGUAGE AND CULTURE AT-A-GLANCE

- * ARABIC
- * HISPANIC
- * JAPANESE
- * VIETNAMESE

BRIEF DESCRIPTIONS OF PROFICIENCY LEVELS

	BEGINNING	INTERMEDIATE	ADVANCED
GENERAL	* Possess limited or no oral proficiency in English. * Unable to function unassisted. * Visual Materials are a primary teaching tool. * Cannot read or write in English. * May not read or write in primary language.	* Possess limited functioning skills. * Can handle routine tasks that are easily demonstrated. * Can ask and answer simple questions. * Can follow written directions if clarified orally or simplified.	* Can function independently in familiar situations. * Can follow written directions and use materials without assistance. * Meet most work demands with confidence. * Function effectively in familiar and unfamiliar social situations.
LISTENING	* Unable to understand conversation in English.	* Can comprehend isolated words or phrases. * Starting to comprehend high-frequency words used in context.	* Can comprhend conversations on unfamiliar topics and essential points of a discussion.
SPEAKING	* Students depend on gestures or their primary language for communication.	* Will speak in English in situations related to their immediate needs. * Can communicate survival needs using simple learned phrases and sentences.	* Can participate in face-to-face converstion on topics beyond their survival skills. * Ask questions for understanding. * Discuss new and unfamiliar topics with hesitancy.
READING	* No reading skills in English.	* Can read simplified materials on familiar subjects. * Can read authentic materials with limited success.	* Can read materials on familiar subjects. * Can read materials such as newspapers. * Can read technical materials with difficulty.
WRITING	* No skills in writing in English. * May not be able to write their name.	* Can copy phrases and generate short sentences. * Can write short messages and notes.	* Can generate simple paragraphs about previously discussed topics. * Can produce descriptions and * summaries. * Can respond to questions on forms and applications.
COMREHENSI-	* Students are generally not understood.	* Can make basic needs understood. * Makes selves understood with some effort.	* Both oral and written communicatic can be understood.

LANGUAGES

JAPANESE	HISPANIC	ARABIC	VIETNAMESE
* Characters and Roman alphabet. * No "f", "u","v", "th", "l", in Japanese. * Almost equal stress in all syllables. * No plural of nouns. * Verb usually comes at the end of a sentence. * Little different presence and future tense. * No difference between am, is, and are. * Writing is done top to bottom and left to right. * Women speak differently than men. * 48 vowels in Japanese. * English: "I see the black dog." Japanese: "I the black dog see."	* Alphabet is the same as English except no "k" or "w". * Common letter combinations are "ll", "rr", "ch", "n". * Pronounciation consist of regular letter/sound correspondence. * Adjectives follow nouns. * Nouns have gender. * No neuter pronoun * Each vowel has only one sound. * No capitalization of months, days of the week, or languages. * No quotation marks. * The date is placed before the name of the month. * Inverted question mark at the beginning of a question. * "H" is soundless. * English: "I see the black dog." Spanish: " I see the dog black."	* Sematic-Arabic alphabet * "i" and "ea" sound the same to Arabs. * Question word is placed in front of pattern. (question + verb= noun) * Has no neuter "it". * No linking verb. * Have difficulty with voiced "g", "r", and "ir". * A, an, and aren't are endings. * Arabic is written from right to left. * There is no "p" sound, p = b. * Confusion with: r - w, t - d, ing - inn, th (the) - d, ch - sh, g -j. * English: "I see the black dog." Arabic: "I see the dog the black."	* Roman alphabet. * No "f", "j", "w", "x", and "z" in the alphabet. * No tense in verbs expressed. * No gender, number, are expressed. * Hyphens seperate compound word forms. * Tonal language. * Rising intonations are only used for question patterns. * Confusion with: p - b, l - r, d - j, w - h. * No articles in Vietnamese. * Syntax order is noun, adjective. * No plural endings. * All words are one syllable thus each syllable of a word in English is a new word to a student. * English: " The black dog ran." Vietnamese: "The dog black ran."

BRIEF DESCRIPTIONS OF PROFICIENCY LEVELS

	BEGINNING	INTERMEDIATE	ADVANCED
GENERAL	* Possess limited or no oral proficiency in English. * Unable to function unassisted. * Visual Materials are a primary teaching tool. * Cannot read or write in English. * May not read or write in primary language.	* Possess limited functioning skills. * Can handle routine tasks that are easily demonstrated. * Can ask and answer simple questions. * Can follow written directions if clarified orally or simplified.	* Can function independently in familiar situations. * Can follow written directions and use materials without assistance. * Meet most work demands with confidence. * Function effectively in familiar and unfamiliar social situations.
LISTENING	* Unable to understand conversation in English.	* Can comprehend isolated words or phrases. * Starting to comprehend high-frequency words used in context.	* Can comprhend conversations on unfamiliar topics and essential points of a discussion.
SPEAKING	* Students depend on gestures or their primary language for communication.	* Will speak in English in situations related to their immediate needs. * Can communicate survival needs using simple learned phrases and sentences.	* Can participate in face-to-face converstion on topics beyond their survival skills. * Ask questions for understanding. * Discuss new and unfamiliar topics with hesitancy.
READING	* No reading skills in English.	* Can read simplified materials on familiar subjects. * Can read authentic materials with limited success.	* Can read materials on familiar subjects. * Can read materials such as newspapers. * Can read technical materials with difficulty.
WRITING	* No skills in writing in English. * May not be able to write their name.	* Can copy phrases and generate short sentences. * Can write short messages and notes.	* Can generate simple paragraphs about previously discussed topics. * Can produce descriptions and * summaries. * Can respond to questions on forms and applications.
COMREHENSIBILITY	* Students are generally not understood.	* Can make basic needs understood. * Makes selves understood with some effort.	* Both oral and written communicatio can be understood.

	JAPANESE	HISPANIC
FAMILY	*They have strong family ties. *Deep respect for authority, age and tradition. *Known for their courtesy and and politeness. *Bowing usually not done between family members and close friends.	*Interdependence of family members. *Accustomed to being in groups. *Older persons are revered. *Enjoy telling stories about their families "dichos" or sayings.
EDUCATION	*High literacy rate. *Cooperative learning *Education required from ages six to fifteen. *Students bow to their teacher at the beginning and end of class. *School can be very difficult in Japan.	*Cooperative learning *Modeling is a practical strategy for learning new skills. *Attendance is not required in some parts of Mexico. *Kindergarten, 3 years elementary, 3 years basic secondary, 3 years upper secondary.
FOOD	*Fried rice, fish, and vegetables are the main dishes. *Chopsticks are used. *Sushi:rice and raw fish wrapped in seaweed. *O-cha:a weak, green tea served without sugar or milk.	*Corn is the most important food. *The tortilla, Mexico's bread, is an unleavened corn or flour cake.
RELIGION	Buddhism & Shintoism	*Roman Catholic *Some Protestants, Jews, etc.
INTERESTING FACTS	*Bowing is the traditional way to greet someone, say good-bye or thank you, or show respect. *Shoes are removed when entering and are left in the hall way.	*Use of "curanderos" (herb healers. *Girls do not have as much freedom as U.S. girls. *Children are given both their father's last name and mother's maiden name to help preserve the heritage of both parents.
HOLIDAYS	*O-shogatsu(New Year's Holiday) Jan. 1-3 *Hinamatsuri(Doll Festival) March 3rd. *Kodomo-no-hi(Children's Day) May 5th *Shichi-go-san(Seven-Five-Three) Nov. 15th	*Cinco de Mayo - May 5th *Independence Day-Sept. 16th *El Dia De Los Muertos (All Saint's Day- Nov.1-2 *Guadalupe Day-Virgin of Guadalupe - Dec.12 *Posadas- Christmas-The nine days before Christmas

RESOURCES

HISPANIC:

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Univ. of Mich./Flint
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Tere Cortes
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CHALDEAN/ARABIC:

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Chaldean Federation of America
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Troy Bilingual Program
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Madison Heights, MI
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"I Caught Him Red-headed," or The Joys and Sorrows of Teaching Idioms in Adult ESL Group

Flint MAEPIP, 1996

Victoria Nikiforov

Adult ESL Teacher

Southfield/Ferndale

"I Caught Him Red-Headed"
(The Joys and Sorrows of Teaching Idioms in Adult ESL)

Victoria Nikiforov

"Will you teach us new idioms today?"

Any teacher working with the group of adult ESL learners (intermediate and advanced level) hears this question almost every day. What is the reason of the students' interest and enthusiasm towards this language phenomenon?

During the last two years I have been teaching high intermediate and advanced levels of ESL. More than once I would ask my students, "Why do you want to know all these idioms?" The answer invariably was, "This is conversational English; it is colorful and expressive." Some people would also add, "We want to be able to understand and appreciate American humor, read newspapers." And one of them answered quite frankly, "Just for show."

Students' appetite for idioms is hard to satisfy. They collect idioms the way people collect stamps or baseball cards. This enthusiasm is, of course, a positive thing. Unfortunately, more often than not these students do not understand that the idiomatic expressions belong to the most elusive language elements (Bell). They also belong to the most dangerous elements. Misusing an idiom inevitably produces a comical effect, and the result achieved by the speaker is exactly opposite to the one expected and desired: instead of demonstrating language proficiency, the students demonstrate poor understanding of idioms they use.

There are two types of errors our students make when they try to use their newly acquired treasure: misinterpreting idioms,

Boris is a good sport. He plays soccer, basketball
and tennis well.

and changing one or more elements of an idiom voluntarily,

cold as a cucumber.

To make sure these errors will not occur, we must find a dependable tool to teach our students the meaning of the idioms. Such tool is a context. It is crucial in determining if an expression should be interpreted literally or figuratively. Mastering idioms should go through several stages: identifying the expression as an idiom in a language context, recognizing idioms in a variety of situations -- in the newspaper articles for example, practicing idioms in the classroom, and, finally, using them in oral communication in a variety of situations.

In my opinion, students should be warned to use idioms sparingly. They should be daily encouraged to listen carefully rather than attack native speakers with their precious collection of idioms. The ability to listen carefully gives the students a unique chance to trace the way idioms are used by the native speakers. Students are exited and happy when they have a chance to apply their newly acquired knowledge.

During her job interview one of my students heard the interviewer say, "I cannot answer this question *right off the bat*." The student proudly reported the incident to the group, "Now I know how to use this idiom safely!"

Another student reported hearing the idiom *the real McCoy* when he watched the movie Father of the Bride. He will now associate this idiom with the definite situation.

Why does the context play such an important role in correct understanding of the idioms? It gives students all the necessary clues to the idiom's possible meaning. Context greatly assists the students in deciding subconsciously whether the expression is to be taken literally or figuratively (Mola). The worst thing that a teacher can do is to give the students a long list of isolated, out-of-context idioms.

Another practical suggestion for teaching idioms is: ask your students if an idiom close in meaning to the one studied exists in their language. If they are able to identify a corresponding idiom, they will be able to use the American idiom correctly. Students are usually thrilled to discover an idiom in their language parallel to the American one they are taught.. Since these idioms are the easiest to understand, they should be taught first (Irijo). It also makes sense for the teacher to keep the track of the idioms that have their parallels in the native languages the students of the group speak.

Besides searching for a parallel idiom, and using context as a tool, there is one more method of explaining idioms that proved to be very efficient in my experience. If the semantics of the idiom allows it, I try to act an idiom out literally.

The attempt to act out the idiom *shoots from the hip*, demonstrating how a "cool" cowboy does it, produced much laughter, but helped the students understand the metaphorical meaning of the idiom, and achieved its goal.

Sometimes I ask my students to do the same thing - act out an idiom literally, to show, for example, how they work *face-to-face*. This exercise helps the students understand the metaphoric origin of idioms, the mechanism that generates them. It helps the students to get a better feeling of the language they study. After idioms have been defined and discussed, students can divide in two groups and play a game of charades (Bromley).

Lastly, idioms can be explained with the help of certain extra-linguistic facts. Thus, the meaning of *a man /girl Friday* is immediately grasped by the students if you mention the story of Robinson Crusoe. A possible origin of *to kick the bucket* will picture a suicide standing on a bucket while tying a noose around his neck, and ready to complete the act by kicking the bucket (Morris and Morris).

Students are extremely eager to understand and learn idioms that reflect American history -- for example, idioms that reflect the customs of Native Americans,

bury the hatchet
keep one's ear to the ground

In conclusion, teaching and learning idioms can be an educational adventure, both fascinating and enriching if

- idioms are taught and learnt through the context
- idioms that have parallels in the students' native language are taught first
- a historical meaning of an idiom is revealed if possible
- students are warned that idioms are not to be overused or used indiscriminately.

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Mola, A., J. (1993). Teaching Idioms in the Second Language Classroom: A Case Study for College-Level German, Master's Research Paper, Georgetown University.

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Why Use Dialogues in ESL?

Charlotte Nowak

Many ESL programs have found the Side by Side series by Prentice Hall Regents to be a very successful method of teaching grammar through conversation. One of the reasons is that the students enjoy learning the dialogues and practicing them with a focus on a specific grammar point.

After years of using the Side by Side II books with my intermediate level classes, I decided to use only the Fundamentals of English Grammar textbook and the workbook that accompanies it for the 1995/1996 school year without using the Side by Side books. There were more than enough written and oral exercises for both semesters in them, and the lessons presented in the Fundamentals text gave a variety of additional information and detailed explanations to introduce grammar items. They did include dialogues to be read or written within the exercises, so the grammar would be learned in some dialogue contexts. I wondered what difference it would make to the students if the Side by Side spoken dialogues were omitted from the curriculum.

Now that it is June, the end of the year, I am reflecting on the curriculum that was implemented this year. Which books should be ordered for the fall session? Which materials were the most effective? Since our program will be a tuition program for some students next year, what published materials would benefit the students the best?

Our staff still has many factors to consider regarding which direction our coursework will go in the future. Decisions must be made relating to whether we will concentrate on employability skills and survival skills or grammar skills as in the past.

Whatever is decided, I am sure that spoken dialogues will be a part of each lesson plan.

When an informal survey was taken of what the students would like to study more in the summer and the fall sessions, they almost unanimously selected conversation as their first choice. They wanted more conversation time than the newspaper and textbook readings we had discussed each week in open conversation.

From this experience I derived that many students do not consider open discussion as learning how to converse. Structured dialogues are more meaningful learning for them. It is something they can use as a framework and expand on. The drills aid them in memorization, so they become comfortable with the phrases and patterns, and thereby become more confident speakers.

DIALOGUES

Why we use dialogues? How they help us teach the language.

1) Pronunciation and grammar-Dialogues offer excellent practice of vowels and consonants, rhythm, stress, intonation and juncture plus various grammatical patterns.

2) Vocabulary-A word or idom is best learned in context.

3) Memorization-The compact form of a dialogue tends to make it stick with the student easily.

4) Cultural insights-A dialogue reveals aspects of culture because it presents the normal interaction of speakers as they adhere to prescribed cultural behavior.

5) Applicability-Adult students want to be sure they are speaking correctly and as close to the expressions used by native speakers as possible.

6) Brevity-A dialogue ideally consists of two or three exchanges.

7) Balance-The speakers' parts should be balanced so that both speakers have an ample opportunity to express themselves.

8) Final line-The ending of the dialogue should be a strong signal that there is a stopping point.

9) Naturalness-It must reflect natural speech whether it is formal or informal speech.

10) Revelance-Tailor the dialogue to fit the appropriate proficiency level. The topics that students talk about in their own language--family, friends, school, work, likes, dislikes, and so forth are the most successful.

Types of dialogues - Choose those that are appropriate!

Proficiency levels:

A. Zero-level dialogues-short, simple sentences with a few common, everyday expressions.

B. Elementary-level dialogues-short, simple sentences with one kind of sentence pattern and limited vocabulary.

C. Intermediate-level dialogues-longer sentences with a wide range of vocabulary.

D. Advanced-level dialogues-complex sentences with an expansive vocabulary.

Types

A. Common, everyday situations.

B. The main focus is a specific grammar point.

C. Clarifies a specific word or expression.

D. Uses a collection of related vocabulary items.

E. Culture and customs are discussed.

F. A more formal usage as in introductions and job interviews.

How to use them effectively:

1) Make the dialogues appropriate to the teaching situation or lesson of the day. Consider the age of the students, their proficiency level, their learning goals and interests.
2) Plan to use a dialogue routine daily. (2 dialogues a week)
    a. First day-Allow about 5 mins. for introducing the dialogue. Present both parts or have a competent student help with one part,
    b. Drill both parts with students for memorization. (10 mins.)
    c. Second day-Check the students' performance individually. (10 mins.)
    d. Practice pattern drills based on the dialogue. (5-10 mins.)
3) Carefully underline words and structures that may be new to your students.
4) Prepare some short pattern drills if none accompany your dialogue.
5) Write the dialogue on the blackboard and cover it with a poster before the class begins. They will concentrate on listening rather than reading if they do not see it.
6) Read the dialogue to the students from your paper.
7) Uncover the board and have a choral repetition drill with the students repeating each line after you.
8) You can explain any new vocabulary or structures after the first repetition drill.
9) Help the students memorize the dialogue using choral repetition, individual repetition, and by portions of the class repeating at natural speed and loudness without chanting.

10) Erasing parts of the dialogue from the blackboard will speed up the memorizing:

    a. Erase one word or phrase at a time.
    b. Erase words from the right side of the board.
    c. Erase words by category as parts of speech.
    d. If something is particularly difficult, it will help the students to shut out everything by closing their eyes and repeating.
    e. Choose students to act out the parts as if they were really talking together.

11) Assign the dialogue for homework telling the students that you will ask them it the next day.

12) Check the students the next day to see if they know the dialogue.

13) When the students have mastered the dialogue, proceed with manipulation drills by substituting, transforming, etc. Using the dialogue for dictation is also helpful for them to learn spelling.

14) Review previous dialogues often.

How About Computers In ESL?

Charlotte Nowak

Since the 1970's there has been an emphasis on individualized instruction in American teaching. Therefore the expansion of computer technology into the classroom has been quite commonplace. When the Troy Adult Education Program acquired a high-tech lab recently, the staff was faced with the challenge of implementing computer-assisted lessons for the ESL students. Having only been trained for the particular ESL program that was purchased and given a general mini course in computer capabilities, the teachers were not exactly sure what to expect. They, as well as myself , wondered what value the lab would have for English language acquisition. My interest led me to research what the actual benefits of computer-assisted language learning were.

It became clear shortly after introducing the students to the computers that like all Americans, the ESL population should become comfortable with technology in their daily lives. Otherwise, they will be unable to participate as informed citizens in their new high-tech society. For this technology is able to expand instructional services for them and accelerate learning at their school, workplace, and home. Especially when considering the very different student needs, instructors can match sophisticated software to students' backgrounds, language experiences, learning styles and goals. The latest ESL software has gone from basic drill-and-practice exercises toward programs that include grammar, culture, and real-life situations. It has the capacity to permit students to review what they have learned and request assistance through clues. The learners have control that allows them to select pace, sequence, options, direction of learning, and amount of content.

Computers can offer an impressive range of activities and programmed functions quickly. Exercises are able to be varied each time they are used so reinforcement need not be uninteresting. If students mistakenly answer questions, computers have the capability to provide explanations with individualized instruction. In general more learning with meaning can be accomplished in less time than in a usual classroom setting. Experiments in ESL/Family Literacy programs have shown that computer instruction produces more improvement in learning than instruction with the same material in printed form. Other experimental groups using computer-assisted cloze exercises, based on textbook readings, showed an increased motivation and information retention.

A wide variety of worthwhile products enhance the traditional approach to ESL. There are useful computer exercises available that help students plan and prepare their essays. These exercises aid the students in learning the "writing process" which is a series of steps involved in the organizational phase of writing.

Even more creatively, interactive videodisks present another exciting facet of technology. Reading skills can be developed by viewing videos, and through an added audio option, students are able to practice their speaking by comparing their imitation of the target language to that of a native speaker. The learners are exposed to video clips with cultural situations, actually becoming part of the scenario when they respond. All in all the students are encouraged to take an active part in their education by reading, listening, speaking, guessing, predicting, and risk -taking. Therefore, effective communication takes place incorporating both the structural and functional aspects of social interaction in English. Often pronunciation, stress, and intonation as well as extra-linguistic components are included to make it a fully comprehensive unit.

If there is any anxiety on the part of the students, cooperative learning works well by having two, three, or four persons share one computer station. An assigned task stimulates group interaction and wholly involves the students in focusing on the task at hand. Once the learners have completed their assignment, keeping records and data of performance is very conveniently part of the program. Their progress is monitored, and the next time a choice is offered of whether to review or proceed to the next lesson.

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PAPER MENTOR

Eileen Rande

The first few days or weeks of teaching English as a Second Language to adults can be disconcerting to teachers certified in traditional elementary or secondary education. Even if a teacher has had other experience teaching adults, facing a group of non-English speakers for the first time is not easy. On one hand the students appear to be ordinary adult students, but on the other hand they appear simple-minded because they cannot even greet you in English.

How should you go about teaching them? Where do you begin? Should you use the teaching methods you were taught in college? Should you conduct the class like a college class, a second grade class, or something else? Should you let them speak their native language?

Preparation for teaching ESL is often non-existent. ESL teachers usually fend for themselves and eventually learn the ropes. A mentor, if available, would be ideal, but time constraints on teacher and mentor often prevent utilization of this source.

Learning theories, strategies to develop interest and to retain material, and methods to involve students in learning need to be used with adults as much as with children.. Using adult teaching techniques when working with older adult learners is necessary, because the adults are learners first, and adults second. Thinking that adults can learn under any kind of teaching as long as the "teacher" knows his subject is a mistake. (Just recall some of your college instructors who were brilliant, but didn't know how to teach.) Using techniques especially for adults, and especially for non-speakers, is essential.

This short paper hopes to be a mentor for the novice ESL teacher who has little or no experience in teaching English to non-speakers. The comments are the result of research, experience, conclusions drawn from mentoring, and discussions with other experienced ESL teachers. It's not everything a new ESL teacher needs to know, but it might be a beginning

Here are some observations I've made while teaching adults English as a Second Language:

- A quiet class room is deadly. Quieting children down may equate with getting their attention. However providing too much quietness with adults may equate with giving them permission to vegetate, to think about problems, or to just mentally snooze with the eyes open. It's much better to have active, noisy class (with reminders to argue in English) than a room full of glassy-eyed lifeless bodies. Adults are naturally more chatty and need to be kept involved manipulating English (Zdenek).
- Information handouts are next to gold. Information handouts include charts of irregular verbs, formation of questions, lists of common opposites, for example. Experts recommend lively visual stimuli for children, but older adults seem to prefer papers to be taken home for examination and reference. Recent opinion about the adult brain says that adults process information in a different way from children. As a result, adults are very much oriented to the printed word. (Zdenek). I've run into students I had taught several years ago, and they've proudly pulled out information sheets I had given them. They had been carrying them around in their purses or wallets. They thanked me and told me how useful the paper had been.
- Adults prefer larger print. Not many adults, especially immigrants, have 20/20 vision even with glasses. Visuals, handouts, pictures, realia, etc. need to be large and clear for adult students.

- Don't use a red correction pencil. Any other color will do much better, because memories of this terrible red weapon recall failure and embarrassment. Even a paper full of errors has some redeeming value and this should be noted to the student.
- Adults like to analyze. Repetitive drills may appeal to younger learners (who also can watch the same video ten times in a row), but the older learner's brain grasps concepts better through analysis (Zdenek). Immigrants' experiences are deep and wide, and they already have a wealth of education in some form in their own language and culture. An example of using analysis is to explore a grammar feature, such as passive voice, through forming student-generated grammatical rules, practicing construction of various tenses, searching a text for passive forms, changing active sentences to passive, discussing use of passive in their native language, and looking for practical meaningful reasons to use passive in everyday activities. In analyzing, students get added benefit from picking up new vocabulary to ask questions or to refute opinions. It's a chance to use all four skills (reading, writing, listening, and speaking), as well as discuss how culture is reflected in grammar.
- Establish and keep an informal relationship with the students. Students should feel they can ask a question at any time. They need to be encouraged to freely make observations and to know that no question is too simple or ridiculous. This atmosphere is created naturally if the teacher doesn't look down on the students but rather treats them as equals in the game of learning.
- Demanding memorization is n exercise in futility. Memorization of dialogs, unless very easy and short, is difficult enough for English speakers, and next to impossible for an adult learning a foreign language. The adult brain is not as flexible as a child's. Encouraging

students to refer to their notes, charts, or other cues until they become familiar with grammar forms or new words is not only sensible, but necessary.

- Teach topics that enable the adult to perform tasks.. Adults prefer to learn things that enable them to do something practical, such as ask permission, apologize, invite, request service, etc. They already know what they want to do. They only need tools (English) and the opportunity to practice.
- Adults are slower to react than children or teens. They need more time to respond to a question, find the correct word, or even to form an opinion than a native speaker. An adult's concern for correctness is much greater than a child's. Kind, helpful questions, gentle corrections, recognition of their lifetime achievements, and light-hearted approaches to misunderstandings help minimize hesitancy to respond or participate.
- Put emphasis on speaking to communicate and less emphasis on correctness. Of all the language learning skills, speaking is most necessary and valuable. Speaking holds the key to the other skills. Research indicates that hours spent practicing vocabulary are far more useful in the long run that hours spent with grammar (Zdenek). Encouraging adult learners not to fear mistakes but to speak anyway is a formidable task. The natural tendency of adult students will be to focus on form rather than content, and the ESL teacher needs to guide them to speak for communication first and then correctness.
- Find another ESL teacher who shares your goals to expedite and enhance your students' learning and spend time discussing your innovative ideas. Every class is different and the ESL teacher never runs out of needing a new idea.

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How to Set Up Materials and Visuals in the Adult ESL Classroom

How to Susan M. Rice

To adequately teach English to students speaking other languages, it is highly recommended that the teacher have a large variety of visual aids. Depending on the students' level of education in their native country, very **basic vocabulary terms** - such as colors, shapes, days, months, or the alphabet - might need to be **on display** on a continuous basis. They can be on a bulletin board or on removable magnetic strips on a blackboard or other metal surface such as a file cabinet. The teacher can thus move them around or direct students to do so. Beginning students often need constant visible reminders of everyday vocabulary words, and students without any formal education especially need them to develop literacy. Once students can read, they can begin to "study" these terms and teach themselves.

One indispensable aid for all ESL instructors, in my opinion, is a **pointer**. It is the greatest of non-verbal communicators. With it, you are able to focus the attention of the entire group on a single object, person or word (to present a new term); or direct students individually to identify, name; answer a question on, or speak about the term (to reinforce vocabulary already presented). Pointers help students identify not only things, but also inanimate concepts - like time, weather, feelings, adjectives, verbs, and greetings.

It's also advisable to have a variety of **maps** (world, U.S., etc.) be available for viewing by the entire class; a large world map is especially conducive to promoting question/answer dialogues and discussions of country-of-origin themes. (Where are you from? Weather? Land? Bodies of water? People? Language? Holidays? Natural resources? Industries? Clothing? Buildings? Cities? Customs? etc.). **Globes** - one per every 3 or 4 students, if possible - are also very effective in integrating science and social studies concepts into the ESL classroom.

Anything that gets students to talk about themselves helps overcome inhibitions and promote speech: **pictures** of activities, objects, scenes or people, for instance. Large is best for the whole group and giving directions, but smaller pictures can be effective with smaller groups or individuals. Pictures showing contrasts can be used to reinforce concepts like opposites, growth, use of prepostitions or tenses. And any visual aid that promotes oral introduction or drill can also be used to foster writing. With practice, students can progress from copying individual words under your direction to creating original sentences without assistance.

Teachers can arrange activities wherein directions are followed to attain a certain result: dressing a child, driving home from school, baking cookies, writing a letter. Many of these can be done in the classroom and then written up and illustrated, first by the teacher on a large sheet, then copied by the students, read orally as a group, then individually. These are sometimes called **"Experience Stories"**. They can be kept and used again and again to practice reading and speaking, and stored for future classes.

Photos promote verbalization of personal ID components, such as Name, Address, Country of origin, Family members, etc. Data that is often required on legal, business and medical forms is easier to teach in the context of personal photos. Particularly when students are learning to read, it's very helpful to associate a picture with a word, and one's own picture/words with those of others. An added bonus is that we all enjoy looking at pictures of ourselves!

You can also photograph events such as field trips and potlucks, for follow-up discussion, as well as rooms in your facility or buildings in your/their community, to make it easier for them to learn to "get around". You can refer to pictures of past events to practice past tenses and to compare and contrast: "Last month we..., but this month..." "___ is big, whereas ____ is little."

A **video camera** is very useful for demonstrating progress, clarifying grammar and pronunciation nuances, and promoting conversation generally. Some ESL classes have used video lessons to guage achievement; others use videos to promote job readiness by practicing interviews and typical interactions in the workplace.

The traditional **blackboard** is still great as a teaching tool. Drawing is often a quick way to illustrate an object or concept when English vocabulary is limited. Exercises already written on the board at the beginning of class are a great way to give students who come in the room at varying times a chance to practice concepts already presented. These can then be checked as a group, reinforcing reading, writing, speaking and lllistening skills. Students can fill-in-the-blanks, match, categorize, cross out what doesn"t belong, list, give the opposite, count objects, define them etc. Modeling the correct procedure to be done on a worksheet or from a textbook on the blackboard, accompanied by oral directions, give students who learn visually as well as those who learn aurally a way to check the accuracy of their work. A **whiteboard** is sometimes more potent, as it incorporates different colors, making clarification between groups easier.

For beginners, **labels** on classroom objects help students remember the identification and spelling of familiar items. Use index cards or similar, affixed with tape, putty or thumbtacks, printing the words large enough to be seen from any seat in the room. At first, the instructor can point to the item while pronouncing it, having students repeat in unison, then answer individual questions, then ask each other questions. Asking questions such as "How do you spell desk?", "Is the map on the wall?" or "Where is the window?" provide the students with the opportunity to think, by connecting the oral with the written. Exercises can be later be written on the blackboard or worksheets to further increase the likehood of retention.

Flashcards are very practical for reinforcement of any terms that have been presented. They can be made in a variety of sizes, for individual, small group or large group use; many stores that carry teacher supplies or children's instructional materials have sets of flash cards very applicable for ESL use. With a little imagination, many uses can be found for flashcards: competetive games, small group study, categorizing, rhyming, alphabetizing, forming sentences, et al.

Actual **physical objects** are quite effective in introducing new units, such as food, clothing, tools, or medicines. Anytime students can incorporate at least three senses, they learn faster and remember longer. It's always an intelligent idea to enable students to manipulate objects in conjunction with listening and seeing. It's also the fastest way to tell whether a student understands vocabulary; if you ask, "Which shirt is blue/short-sleeved/for a child?" or "Which vegetables are yellow/round/very small?" you have built-in instant feedback.

Once students have a basic grasp of spoken and written vocabulary, a **newspaper** can come in very handy. It gives students opportunities to read and converse about current events and real local and national concerns, thus helping preparing them for citizenship, should that be their future goal. They can discuss the weather, sports and fashion, as well as serious issues; they can relate what's going on in the U.S. to their homeland and get a better historical and political perspective on their community and world - an important skill for all students. And occasionally, they or someone they know will be in the news!

Games of all types are fun and educational for teachers and students. Many card games and board games can be adapted to an ESL classroom, which review basic concepts such as the alphabet, basic arithmetic and counting, money, following directions, the family, community, consequences to actions,etc. Bingo is a great way to reinforce any unit which has over 30 terms; foods, clothing, tools, classroom objects, buildings, body parts, family members, shapes and colors are just a few. "Phonics Bingo" can also be played, where the Bingo cards have one letter in each square, and the teacher calls out a term and the students must identify the beginning or ending sound or a rhyming word. Almost any simple adult or children's game can be adapted to an ESL classroom. Learning to follow the directions is also an educational experience, in more ways than one.

The **students themselves** are a visual aid; they provide excellent opportunities to identify names, languages, family members, countries from, clothing worn, body parts, colors of hair, socks, etc., letters in names, marital status, number of children...the list is limited only by the instructor's imagination. You can ask students to identify, stand, point, line up, or move according to whatever criteria you direct. Concepts such as first/last, next to/between, left/ right, before/after and his/hers/theirs lend themselves nicely to using students as examples.

Last, but surely not least, the **teacher** herself/himself is the ever-present, most flexible visual aid in the classroom. Wise instructors always are aware of what is or is not being comprehended and use themselves as tools - to illustrate, encourage, discourage, review, clarify, amplify, explain and decifer. ESL teachers in particular, since they do not have the benefit of language, must use gestures, facial expressions, different tones of voice and exaggerated mannerisms to get a point across. By their receptivity to students, their flexibility and their wise use of humor, imagination, patience and diligence, they are the key to assimilating all the other visual aids and materials.

Submitted by: Susan M. Rice, ESL Instructor, Pontiac, Michigan 6/1/96

The Best
of
ESL

Strategy Guide for ESL

Strategy Guide
for ESL Teachers

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Abstract

Beginning and well seasoned adult English as a Second Language instructors need a quick resource for new ideas to motivate and effectively teach foreign born students. Activities developed and used in the classroom by experienced ESL instructors are compiled in an easy-to-use format with skills and outcomes clearly identified. Sixty-plus activities are further organized in an index according to topic. Besides offering specific strategies, this guide will eventually include help for new ESL instructors in understanding the needs of adult learners and will offer suggestions for planning instruction and involving students in effective learning in the classroom.

MAEPIP 95 - ESL Group

Final Report - MAEPIP, 1995

Strategy Guide For ESL Teachers

English as a Second Language instructors participating in Michigan Adult Education Inquiry Project (MAEPIP) this year expressed the importance of growing professionally and updating language teaching methods. They decided that rethinking practiced classroom strategies and examining new ones could provide an opportunity to increase their language teaching skills and students' language acquisition.

ESL practitioner research was suggested in a recent TESOL article by Rafail Arias, "The Teacher as Researcher Revisited in College ESL," (Instructional Resource Center, Office of Academic Affairs, City University of New York, May, 1995). It suggested that ESL instructors become involved in self-directed classroom research by observing their own actions in the classroom, reflecting on these practices, and making explicit their own unexamined beliefs about teaching and learning. In doing so, a type of in-service training can be created, an opportunity for developing innovative practices in a traditional lesson setting. Practitioner research can become an empowerment through which ESL instructors provide themselves with skills and resources enabling them to grow professionally.

Participants in this group decided to research the following question: Which ESL teaching techniques are successful and well received by students? We proposed that each member contribute at least ten strategies that were successfully used in the classrooms and had proven valuable in students' language development.

After consensus on the actual research project question, we brainstormed ideas for a format that would be used to record each strategy for the booklet that would be our final project. Everyone was in agreement that our end product would be a benefit to all of us, as well as a good resource for other ESL educators. We decided to list each skill used in the activities as well, along with class level, outcome, purpose, material and time needed, and other related suggestions.

We realize that this is an on-going project. Each member of our committee was given a copy of our booklet to use and add new activities that prove valuable. Our goal is to continue the project next year by including more activities and writing a guide to help first-time ESL instructors set up classrooms and plan effective instruction. We would ultimately like to make this booklet available to all Michigan school districts that teach ESL.

Skills:

Level I A

● **Reading** ● **Speaking** ● **Listening** ● **Writing**

○ **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME Animal Reports

Outcome	Use a variety of resources to gather information Develop reading, speaking, writing, and listening skills
Purpose	To study & learn about a variety of animals To enhance reading, writing and cooperative learning skills
Material	New Oxford Picture Dictionary Oxford U. Press, 1989, pp. 62-69 My Pictionary, Scott Foresman, 1990, pp. 20-35 colored pictures from magazines or books, plastic models of animals

Time Needed 45-90 min.

Description Students each select two or three interesting animals to report on to the class. They choose to write a poem, story or report. Teacher provides an example of each and models how to compose each.

Students find pictures or draw their own to illustrate.

All reports should include the animal's habitat and unique characteristics.

Students work individually or in small groups to make oral presentations to the class.

Other Suggestions Based on info from reports, play Animal Bingo, Hangman, or guessing games. Characteristics can be categorized. Books or collages and be made.

Submitted By Susan Rice **from** Perdue Center - Pontiac

Skills: **Level** I, A

○ Reading ● Speaking ● Listening ● Writing

● Survival ○ Job ● Culture

ACTIVITY NAME Answering Machine Message

Outcome
Compose comprehensible phone message in English
Demonstrate effective use of answering machines

Purpose To incorporate writing, speaking and listening skills in a pronunciation activity

Material
tape recorders
blank tapes
mirrors

Time Needed 20-50 min.

Description Teacher provides model of a telephone answering machine message, demonstrating variations.

Students individually write out a personal message for a home answering machine. -

Teacher checks for clarity and grammatical and semantic errors; students correets.

Students orally practice message individually, then in pairs, using proper pronunciation, diction, tone, etc. Use mirrors to aid practice.

Students each tape their message .

All students listen to each tape recording; give feedback as necessary.

Other Suggestions Can be used to practice any social interaction.
Can be transferred to a blank tape to take home and install into an actual message machine.

Submitted By Susan Rice **from** Perdue Center - Pontiac

Skills:

Level B I A

○ **Reading** ● **Speaking** ○ **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME Beat The Clock

Outcomes Thinking and speaking English quickly.

Purpose To promote thinking and speaking English quickly

Material Index cards **Time Needed** 30 mins.

Description The teacher gives one student a card with 6, 8, or 10 words from the same category, ex. vegetables, fruit, school supplies, transportation, hotel words, clothing, office supplies, vacation words, occupations, cosmetics, jewelry, household things as furniture or kitchen utensils, etc. The person who has the card must give clues to the class or his/her team without saying any part of the word. His/her audience must guess all of the words within a minute. The number of words guessed are how many points the student earns. Individuals or teams can compete.

Other Suggestions Words from a picture dictionary can be used for lower levels.

Submitted by Charlotte Nowak **from** Troy ESL

Skills: COMMUNICATION **Level** ALL

○ Reading ○ Speaking ○ Listening ☒ Writing

☒ Survival ○ Job ○ Culture

ACTIVITY NAME

BENEFITS OF HAVING STUDENTS MAKE THEIR OWN DICTIONARY

Outcome Students will acquire and demonstrate better communication skills.

Purpose To help students learn while creating a learning tool and provide practice in speaking, listening, and writing.

Material Lined paper, scissors, stapler, pen, card stock or file folders

Description The teacher shows the students how to do`the following describing each action and has the students repeat the words: Cut paper down to seven inches long and cut file folders down to 8 1/2 x 7 inches. Fold in middle and staple. (Long reach stapler recommended) Or just fold paper so it fits in the stapler. This size gives a booklet seven inches high with 4 1/4 wide pages. If 8 1/2 by 14 inch is used it can be just cut in half. Pages are then marked in alphabetical order with a color marking pen leaving at least two pages for most letters but extra pages for letters that have more words such as S. C. & P. Of course one could just use a regular notebook but then it wouldn't be pocket sized.

Beginning language learners are encouraged to print new words they have learned in their personal dictionary log. They learn the word better by writing it. They can review new words more quickly because it is in a handy place. They can write the meaning of the word on the space behind it to form an excellent review tool.

Other Suggestions These logs can be used as a classroom tool to generate conversation practice and sentences. Students can be assigned limited writing practice as well. They can also use these as a basis for games.

Submitted by Wesley Arnold

Skills: Sequencing, story-telling **Level** I,A

○ **Reading** ● **Speaking** ● **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME CHAIN STORIES

Outcomes The students will work together to create a story in the target language, and will practice sequencing.

Purpose To create a group story

Material Paper, pencil for recording **Time Needed** 30 minutes

Description Orally: The teacher gives the students one sentence to begin a story. The students then each take a turn adding a sentence to the story until everyone has had a chance to participate. The teacher may decide if the students do another round (depending on the size of the group), and when the "story" ends. The teacher has been recording the story either on paper or on the board. The teacher can then ask individual students to paraphrase the story, or to recall it in sequence.

Other Suggestions The teacher may cut the story apart by sentences, and let the students put them in the proper order.

Submitted by Charlotte Nowak, Jana Blue **from** Troy

Skills: COMMUNICATION **Level** ALL

☒ Reading ☒ Speaking ☒ Listening ☒ Writing

☒ Survival ☒ Job ☒ Culture

ACTIVITY NAME

CHALK BOARD QUICK LEARNING

Outcome	Students will acquire and demonstrate better communication skills.
Purpose	To help students learn new words faster and to give students practice in speaking, listening, and writing.
Material	Chalk board and chalk
Description	Depending on subject matter and level of students the teacher selects ideas for the lesson. The teacher can draw simple symbols on the board for all to see. She can also print the word on the board. She may clarify the word or have students look up the word in their language if necessary. She may call on a student to say the word. The teacher pronounces the word and has the class repeat it. then have individual class members repeat it. She may repeat the word again and have one student repeat it for pronunciation practice. It may be useful to repeat the word several times. The teacher can go thru several symbols and words and then review. Symbols that are known may be skipped. Words still not known can be reviewed. Words learned can be then put into phrases or sentences. More advanced students can write a few sentences using the words. Once all of the words are learned they can be used for conversation practice. The teacher can also ask questions to give practice in listening and speaking. Other questions can also be asked to stimulate higher level thinking.
Suggestions	Can't draw or would like lesson ideas? See "Chalk Talks" by Norma Shapiro and Carol Genser. They list over 500 basic easy to draw symbols and over 100 lesson ideas. They tell how entire lessons can be built on student centered conversation.

Submitted by Wesley Arnold

Skills: **Level** B-I

● Reading ● Speaking ● Listening ○ Writing

● Survival ○ Job ● Culture

ACTIVITY NAME Charades

Outcome Interpret meanings of present continuous verbs. Combine new vocabulary with old. Demonstrate cooperative learning.

Purpose
To learn present continuous verbs and their usage
To build vocabulary
To construct sentences
To generate classroom participation

Material
Strips of paper

Time Needed 10-20 minutes

Description (Prep) On each strip of paper, write a present continuous verb, such as:

laughing	crying	painting	singing	dancing	sneezing
running	jumping	blowing	writing	reading	eating

Each student selects a strip of paper and acts out a verb, continuing until someone guesses it. Teacher writes it on blackboard; students use it in a complete sentence. Prizes may be given.

Other Suggestions Write sentences on the board and have students improve them, change verb tense, or combine. Have class write a story using as many verbs as possible.

Submitted By Susan Rice **from** Perdue Center-Pontiac

Skills: COMMUNICATION **Level** ALL

○ Reading ☒ Speaking ☒ Listening ☒ Writing

☒ Survival ☒ Job ☒ Culture

ACTIVITY NAME

DESCRIBING ROUND

Outcome Students will acquire and demonstrate better communication skills.

Purpose To give students practice in speaking, listening, and writing.

Material none

Description The teacher performs or has a student perform some visible group of actions such as moving some objects around, sorting a stack of cards, making a pizza (can be from paper parts) etc. The teacher then picks either one student to tell the story of what happened, to the class or she picks several students to tell parts of the story one part at a time. Each responds at their own level. If they cannot think of a word they may be helped by other students. If the other students aren't able to help, the teacher helps. The idea is to get students using their communication skills fully. Advanced students could write the story down. Students could also expand on the story.

Other Suggestions Students could describe any common situation and/or actions. How to drive a car. How to get to the classroom.

Submitted by Wesley Arnold

Skills: Object Recognition, Communication **Level** I,A

● **Reading** ● **Speaking** ● **Listening** ○ **Writing**

● **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME DESERT ISLAND

Outcomes Students will identify necessary survival skills and be able to define new vocabulary words.

Purpose The students will recognize and name items essential to survival.

Material Newspaper, Magazines
Paper, Pencils

Time Needed 30 minutes

Description Students will be provided with newspapers or magazines. They will be assigned to find items necessary for survival on a desert island. The students will find between 10-15 items (or $25 worth) of items they would need for survival. The students will then take turns sharing the items they chose, and why they chose those particular items.

Other Suggestions The students can cut out pictures of items chosen.

Submitted by Jana Blue **from** Troy

Skills: Level B

● Reading ● Speaking ● Listening ○ Writing

○ Survival ○ Job ○ Culture

ACTIVITY NAME Do You Have...?

Outcome While students identify and read new vocabluary, they use the expression, "Do you have...?" and give short answers.

Purpose To use the "do" queston form and short answer to practice saying and identifying new vocabulary

Material a teacher-made deck of vocabulary cards (words and pictures) - allow about 7-8 cards per student

Time Needed 20 minutes

Description

The game is similar to the children's game, "Go Fish." Demonstrate card-playing words, such as shuffle, deal, turn, winner, etc.

Deal three cards to each player. The remainder of the cards are put in a pile face down in the center of the table. Thje person to the left of dealer addresses only one person: "Do you have a stove, Olga?" Only Olga must respond with, "Yes, I do," or "No, I don't." If Olga has a stove (the word or the picture) she must give it to the asker. The asker has made a match and puts the "set" (the words card and the picture card) down in front of him. Then he proceeds to ask for another card to match another card in his hand. If Olga doesn't have a stove, she says, "No, I don't." Asker draws a card from the pile on the table because his play is finishsd. Player to the left becomes the asker.

Play continues around the table until all the cards have been used up. If a player runs out of cards in his hand, he is out of the game. The winner is the person with the most matched sets laid out in front of him.

Other Suggestions The expression, "Is there...." could be substituted for, "Do you have...?"

Submitted by Eileen Rande from Southfield/Ferndale

Skills: **Level** B, I

● **Reading** ○ **Speaking** ● **Listening** ● **Writing**

● **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME Experience Stories

Outcome
Following concrete directions
Relating English to everyday household activities

Purpose
To follow concrete, physical directions in English
To use listening and reading skills to create a product

Material
electric fry pan
Poster w/ directions
cooking oil (Crisco)
tubes of refrigerated biscuits
screw-type bottle cap
flour
cinnamon
sugar
paper towels
fork
slotted spoon
plate
napkins

Time Needed 30-60 min.

Description Intoduce/ review all vocabulary. Direct students to read over all directions orally from poster, then follow. Monitor all steps. When time allows, have students copy directions from poster and practice reading.

Ex.: HOW TO MAKE DONUTS -

1. Take dough out of tube.
2. Separate rolls.
3. Cut a hole in each roll with a bottle cap, creating a "donut".
4. Pour oil into frying pan.
5. Heat oil to 400°.
6. Gently place each donut into hot oil.
7. Don't forget the holes!
8. Fry donuts for ½ minute.
9. Turn them over.
10. Take them out of the oil.
11. Drain on paper towels.
12. Dip in sugar & cinnamon.
13. Take a bite.
14. Taste it - is it good?
15. It's delicious!

Other Suggestions In future lessons, have students redo each step in the past tense or future tense.
Steps can be mixed up and sequentialized.
Five senses can be reviewed and related.

Submitted By Susan Rice **from** Perdue Center- Pontiac

Skills: **Level** I A

○ **Reading** ● **Speaking** ○ **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME Famous Person Interview

Outcomes Improved oral language usage.

Purpose Oral language practice

Material A list of famous people **Time Needed** 20 mins.

Description Designate one student to be the famous person. All of the other students are news reporters who ask questions. The student answering responds as he/she assumes the celebrity would. This activity usually generates some very interesting and humorous questions. Of course the famous person is one who everyone in the group knows well.

Other Suggestions The entire class can participate the first time to demonstrate, then divide into small groups each having one famous person.

Submitted by Charlotte Nowak **from** Troy ESL

Skills: Level B

● Reading ○ Speaking ○ Listening ● Writing

○ Survival ○ Job ○ Culture

ACTIVITY NAME Farmer Jack's Problems

Outcome Students identify, write, hear, and say the names of fruits and vegetables.

Purpose to reinforce the names of fruits and vegetables

Material 10-12 lunch bags
various fruits and vegetables
stapler, magic marker
pencil, paper

Time Needed 10-15 minutes

Description
Put one fruit or vegetable in each bag and staple it shut. Number the bags clearly with magic marker. Give each student a piece of paper and pencil and pass the bags around. Students must identify the fruits and vegetables by touch or smell only, and then write the names on the paper.
After all the bags have been passed around, check answers. Students read the names of each item as the teacher holds up the bag. Open each bag and verify the contents. Prizes for the most correct answers might be the bags themselves.

Other Suggestions

Submitted by Eileen Rande from Southfield/Ferndale

Skills: **Level** I-A

● **Reading** ● **Speaking** ● **Listening** ○ **Writing**

○ **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME "Find Someone Who..."

Outcome Use correct verb tenses; speak and listen clearly in English.

Purpose To reinforce active verb use and perfect tenses.
To practice oral English in a social situation.

Material Attached sheet- 1 per student **Time Needed** 30-60 minutes

Description After reviewing present tense, teacher passes out one copy of "Find someone who has..." to each student.

Students are directed to go around the room and ask each other questions from the sheet. If a student gets a YES answer, he/she asks that person to sign his/her name in that spot.

The student with the most signatures wins(unless a student gets them all signed before time is called). Prizes can be awarded if desired.

Other Suggestions Incorporate "never" (i.e., never driven a truck).
Use other tenses (present= drives, past=drove, etc.)
or conditional (would like to...)

Submitted By Susan Rice **from** Perdue Center-Pontiac

idden a horse	eaten Chinese food	driven a truck	broken his/her arm or leg
hanged a baby's diaper	sewn a shirt	played soccer	grown tomatoes
allen down stairs	written a letter	built something with wood	slept outdoors
ost the keys to his/her house	been to Arizona	cooked for 40 people	crossed an ocean

Skills: **Level** I & A

○ **Reading** ● **Speaking** ○ **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME Frisco's Fish

Outcomes Students expand their vocabulary and practice grammar

Purpose Vocabulary development and adjective practice

Material Dictionary **Time Needed** 30 mins.

Description Write on board: "Frisco's fish is an ___________ fish." Students fill in the blank with an adjective beginning with "a" ex. "amusing." Then students fill in the blank with an adjective that begins with "b" ex. "big." Students continue and use all the letters A-Z. Point out the article changes with the letter. Students then take turns reading their list.

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Other Suggestions Students can work in groups for this assignment.

Submitted by Kris Beckmann **from** Troy ESL

Skills: Communication **Level** B,I,A

○ **Reading** ● **Speaking** ● **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME GETTING ACQUAINTED

Outcomes Students will compare likes and dislikes with other students while communicating in the target language.

Purpose To share interests and dislikes with other students.

Material See following page **Time Needed** 30-40 minutes

Description Students share their interests to find common interests, hobbies or similarities in their backgrounds or lifestyles. After conversing, they record one similarity in the overlapping circle (Section C and one difference each in Sections A and B. After students fill in their circles, each pair of students introduces their partner to the class, noting shared or dissimilar interests.

Other Suggestions The teacher can specify the areas of interest to

Submitted by Jana Blue **from** Troy

Skills: Communication **Level** B,I,A

● Reading ● Speaking ● Listening ○ Writing

○ Survival ○ Job ● Culture

ACTIVITY NAME GUESS WHO?!

Outcomes Students will match their personality traits to newspaper items, and identify their classmates' personality by their chosen items. This activity will also prepare students to use a newspaper.

Purpose Students will become more familiar with their peers.

Material Newspapers, scissors, paper bags. **Time Needed** 30 minutes

Description Students will be given newspapers and instructed to cut out pictures/ads/captions, etc., that describe some aspect of their personality. The students will then place their individual cut-outs in a paper "personality" bag. The bags will then be collected by the teacher and redistributed to different students. The students will open the bags, examine the contents, and try to guess whose personality the contents best describe.

Other Suggestions Encourage the advanced students to choose a cartoon they like or that describes them in some way, to include in their bag.

Submitted by Jana Blue **from** Troy

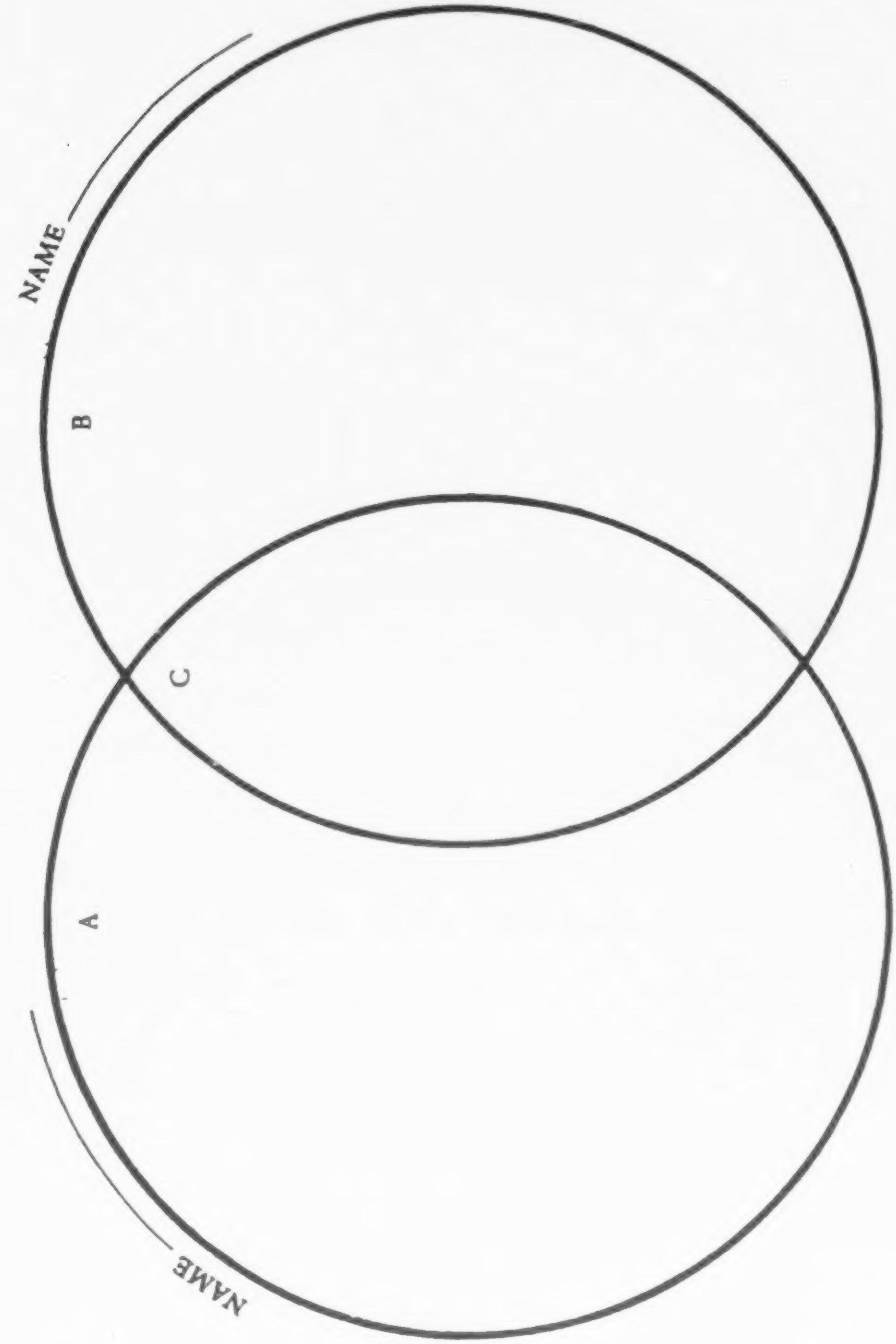
I Am

Using your newspaper, scissors, and a paper bag, cut out the following item and put them in your paper bag. You can later use the items to introduce and tell about yourself.

1. Words that describe yourself
2. Pictures that fit your interest
3. Ads of things you would like to have
4. Articles and pictures of sports you like
5. Foods you like
6. Entertainment and leisure time activities you pursue
7. Family news
8. Features you like in a newspaper
9. News stories in which you are interested
10. Weather you like
11. Places where you would like to travel
12. A career choice
13. Comic characters you identify with
14. Others . . .

Name: ______________________________ Date: ______________

1. Getting Acquainted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Skills: Level BI

○ Reading ● Speaking ● Listening ○ Writing

● Survival ● Job ● Culture

ACTIVITY NAME House Bingo

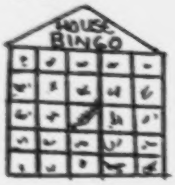
Outcome Students will aurally and visually recognize and say names of household items.

Purpose To reinforce names of common household items

Material	teacher-made bingo cards 3 X 5 word cards bingo chips small prizes	Time Needed	20 minutes

Description
Make bingo cards fromposter board or 5 X 8 cards cut in the shape of a house. Photocopy one-inch pictures or sketches of 40 common household items, such as towel, can opener, draperies, etc. Cut the one-inch squares apart and glue in random order onto each bingo card. Laminate or cover with Contact paper.

To play, teacher reads the name of an item from a word card. Students place bingo chips on the items on their cards. The first person to get a row of five (horizontal, vertical, or diagonal) is the winner and gets a prize. The winner must read back the winning line before he can collect his prize. Up to 5 or 10 winners can be allowed before the teacher announces, "Move!" Students must clear their cards and take a new card. Play starts again.



Other Suggestions Other subjects can be used beside household items, such as food, clothing, office items, body parts, animals, etc.

Submitted by Eileen Rande from Southfield/Ferndale

Skills: **Level** B - I

○ Reading ● Speaking ● Listening ○ Writing

● Survival ○ Job ○ Culture

ACTIVITY NAME I WENT TO TOWN

Outcome The students will produce sentences that demonstrate the correct use of articles.

Purpose Develop skills in attending to, responding to, and analyzing oral communication.

Material Cards with pictures of food items that will stimulate the use of "a", "an", "some", etc.. For example:
3 oranges, 1 orange, 1 egg
1 apple, 2 tomatoes, etc.

Time Needed Varies

Description

1. The first player starts by stating something he/she could buy in town. Or the player selects a card and then states a sentence using an article that tells what is on the card.
2. He/she says, "I went to town and bought some oranges."
3. Then it is the second player's turn. He/she adds something by saying, "I went to town and bought some oranges and an apple."
4. Each player that follows adds another item.

Other Suggestions

1. I went to the bakery, grocery store, toy store, mall, etc.
2. Add items that begin with the same letter.
3. List items in alphabetical order.

Submitted By A. McCoy **from**

Skills: **Level** B, I, A

● **Reading** ○ **Speaking** ○ **Listening** ○ **Writing**

● **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME Idiom Concentration

Outcome Demonstrate mastery of idioms
Play a game of turns

Purpose To review meanings of idioms
To practice vocabulary appropriate for playing games

Material 3x5 cards
books or lists of idioms

Time Needed 30-90 min.

Description (Prep) On each 3x5 card, write an idiom on one ½ and its meaning on the other ½. Cut each card in two, between halves. Cards can be numbered with lessons taken from book, if desired.

(In class) Shuffle all cards; place face down on a table. Each student sits around table. Students take turns turning over 2 cards to see if a match can be made (idiom with meaning).

If a match is made, student gets another turn. Continue in the same manner. Each student keeps cards matched.

If no match is made, a new student takes a turn, in order.

Game is over when all cards are turned over. Whoever has the most cards wins. Prizes may be awarded.

Other Suggestions Students can make sentences with cards accumulated.
Sets can be made using colors/words, shapes/words, money/coins, clothing/parts of the body, job/environment, etc.

Submitted By Susan Rice **from** Perdue Center - Pontiac

Skills Level BIA

○ Reading ● Speaking ● Listening ○ Writing

● Survival ● Job ● Culture

ACTIVITY NAME Interviewing the Rich and the Famous

Outcome Students form questions to obtain information.

Purpose To practice using correct question forms and to respond to questions

Material none Time Needed 10-20 minutes

Description
The day before the interview, appoint someone to be a famous person, such as Rosa Parks, Boris Yeltsin, Elizabeth Taylor, or a character from a story recently read in class. This can be done secretly, if desired. The day of the interview tell students to prepare two questions to ask the visiting dignitary. At the appointed time, the dignitary enters the room with applause from the "audience." This helps students get into their roles as interviewers of a famous person. The guest sits in front of the room and stays in character during the interview. Each student canask one question. Questions don't have to be especially profound. Stop the interview temporarily if the question is not in correct form. Ask for suggestions to "repair" it. Allow the guest to "make up" answers if she doesn't know the character very well. At the end of the interview, thank the dignitary and applaud.

Other Suggestions It's helpful if the guest is a relative or friend of the dignitary, because then students have to form questions in the third person. Don't correct the dignitary's grammar, since the dignitary is probably already nervous, and the focus is on question formation. Accept all answers as truth during the interview, and discuss reality after the interview.

Submitted by Eileen Rande from Southfield/Ferndale

Skills: COMMUNICATION **Level** ALL

○ Reading ⊗ Speaking ⊗ Listening ○ Writing

⊗ Survival ○ Job ○ Culture

ACTIVITY NAME

LEARNING TAPES

Outcome Students will acquire and demonstrate better communication skills.

Purpose To give intermediate students practice and to provide learning tools for lower level students. Learning tapes will be created that can be copied and used by many students for learning. in class. while driving, and at home. Tapes have been proven to be useful in providing additional learning outside of class. They also provide efficient reinforcement.

Material Tape recorder and blank tapes

Description The teacher selects higher level students that speak the language in which she wants to create practice tapes. The teacher obtains permission from them to use the recordings in her classes. and to let students take home copies.

The teacher clearly pronounces a phrase or sentence and has the class pronounce it.

The teacher turns record switch on the recorder or microphone.

The selected higher then states the phrase in the selected language.

The teacher then after a slight pause clearly pronounces the phrase.

A pause equal to the time necessary to say the phrase is recorded.

The recorder stopped.

The process is repeated until the teacher is satisfied that the tape is long enough.

Other Suggestions These tapes can be copied and provided to additional students. However these tapes cannot be sold. Note: From a learning point of view the native language should come first.

Submitted by Wesley Arnold

Skills: COMMUNICATION **Level** ALL

○ Reading ⊗ Speaking ⊗ Listening ⊗ Writing

⊗ Survival ⊗ Job ⊗ Culture

ACTIVITY NAME

LEARNING THROUGH REAL LIFE SIMULATIONS

Outcome Students will acquire and demonstrate better communication skills.

Purpose To provide learning opportunities and give students practice in speaking, listening, and writing.

Materials items. handouts or overhead projector

Description A picture or drawing of a real life situation put on overhead can provide students with excellent opportunities. For example place on the projector a picture map showing a few streets and city locations such as the bank. post office etc. Ask students how does one go from the bank to the post office. Ask what does one do at the post office. More advanced students can help lower level students. The teacher can help with ideas. Important words and phrases can be suggested and/or repeated by the teacher who may have the entire class repeat some words and phrases. The teacher may model the pronunciation then have class members repeat the word or phrase. Situations can be acted out after learning appropriate vocabulary: such as greetings, visiting a child's teacher and reporting a fire. More advanced students can help and write down sentences for writing practice.

Suggestions Several ESL books have scenes in them. Maps are good but make a transparency from a map. It this is not possible put the map on a wall. Models, miniature scenes, field trips, videos, stories, objects and interesting items can spice up simulations. Students can be also encouraged to bring in show-and-tell items to talk about.

Submitted by Wesley Arnold

Skills: COMMUNICATION **Level** ALL

○ Reading ⊗ Speaking ⊗ Listening ⊗ Writing

⊗ Survival ○ Job ⊗ Culture

ACTIVITY NAME

LEARNING THROUGH QUESTIONS

Outcome Students will acquire and demonstrate better communication skills.

Purpose To give students practice in speaking, listening, and writing.

Material plastic bag and assorted items

Description Questioning can provide learning opportunities as well as review. Asking questions about yesterdays lesson provides review.

New learning opportunities can happen from a game such as "What is in the bag." This learning game works like this. The teacher or student holds up a bag in which an object has been placed. Students are directed to ask questions to discover what is in the bag. Usually the person holding the bag may only answer yes or no. Students may ask: "Is it used in the kitchen?" "Is it metal?" "Is it food?" This learning game can have several variations. One variation could be that some members of the class know what is in the bag and can answer questions or give clues. The other class members can help each other ask questions. All of this is a great provider of practice and learning for lower levels. More advanced students can help or can write about what is happening.

Submitted by Wesley Arnold

Skills: **Level** B - I - A

● **Reading** ● **Speaking** ● **Listening** ● **Writing**

● **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME THE MAGIC OF MUSIC

Outcome The students will learn to sing a song in English.

Purpose The use of music to develop vocabulary.

Material **Time Needed** Varies

A song that the students like(Chose carefully)
Recorded song and lyrics
Put words on paper big enough for everyone to see. Illustrate the lines for understanding.

Description

1. Students select a song they would like to learn.
2. Study the song line by line.
3. Explain the song using visuals, focus cn idiomatic phrases
4. Unison reading -everyone reads song together.
5. Students copy song.
6. Memorize the song.
7. Enjoy singing the song together.

Song suggestions: "If You're Happy"
"It's Going To Take Some Time"

Other Suggestions
Choral reading, Poetry reading

Submitted By A. McCoy **from** L. Guglielmino

Skills: Level BIA

● Reading ● Speaking ○ Listening ○ Writing

● Survival ○ Job ○ Culture

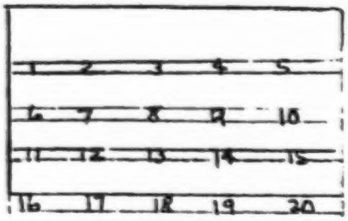
ACTIVITY NAME Match

Outcome Students match words and pictures.

Purpose To match written word to a picture

Material posterboard
3 X 5 cards
small prizes

Time Needed 15 minutes



Description Prepare a slot or pocket style holding board, as illustrated, to hold 20 cards. Number each slot or pocket. Prepare 10 sets of vocabulary cards (picture and word). Put patterned Contact paper on backs of cards if pictures and words show through.
Play game like Concentration. If class has more than 8 students, divide class into groups of 2-5 students. Put cards in slots face down. Each student or groups of students calls out out only two numbers. You turn over the two cards. If they match, the student (group) gets the set and takes another turn. If they don't match, turn the cards face down again, and play goes to the next student (group). Play proceeds around the room until all the cards have been matched. Writing numbers is prohibited during the game. The student or group with the most sets is the winner.

Other Suggestions Pairs of antonyms or synonyms (or idioms and their short meanings) could be used instead of picture/word combinations.

Submitted by Eileen Rande from Southfield/Ferndale

Skills: **Level** 1

● Reading ● Speaking ● Listening ○ Writing

● Survival ○ Job ○ Culture

ACTIVITY NAME MELT-AWAY WRONG LANGUAGE

Outcome The students will demonstrate the correct use of the present progressive and regular past verbs in the target language.

Purpose Review the present progressive and regular past verb tenses.

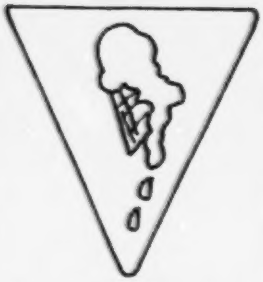
Material Picture Cards **Time Needed** Varies

Description

1. Review the present progressive and regular past for each verb pictured. Put the cards in an envelope.
2. Students pick a card and describe it using the correct sentence.
3. If the student picks a consequence card, he/she reads the card and does what the card says.
4. The student with the most whole cones wins.

Other Suggestions

Submitted By A. McCoy **from**



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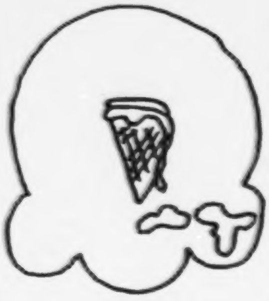

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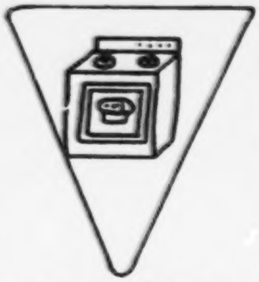
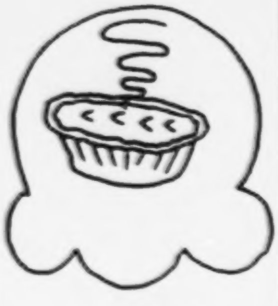


is baking



baked

MELTDOWN!
LOSE 1.

OOPS!
LOSE 1.

WRONG FLAVOR!
LOSE 1.

BUG GOT IT!
LOSE 1.

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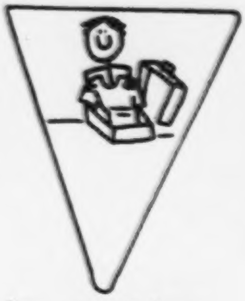

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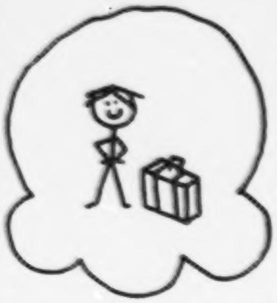

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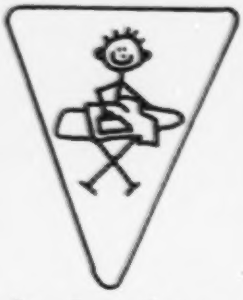

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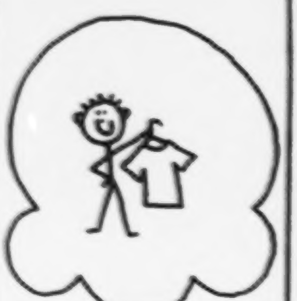

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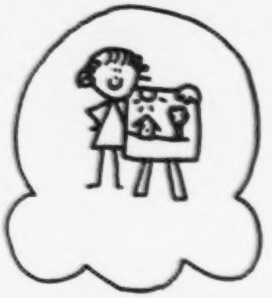
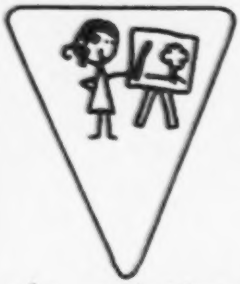
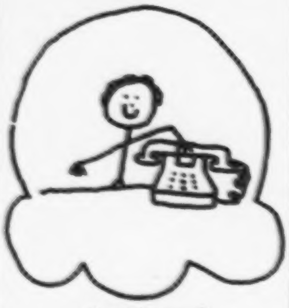


painted



is painting



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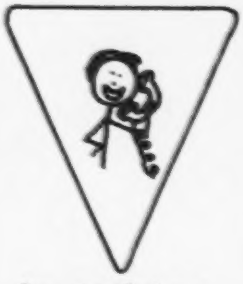

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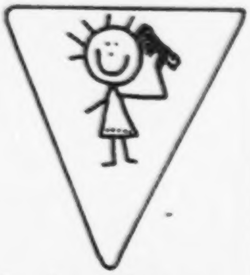

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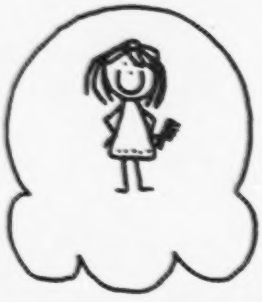

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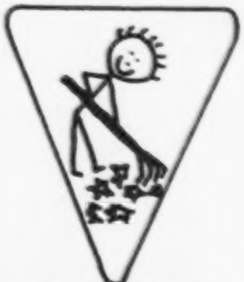

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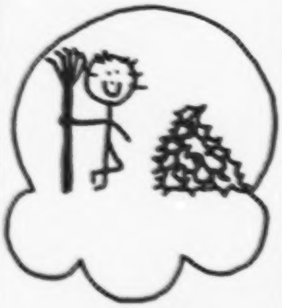

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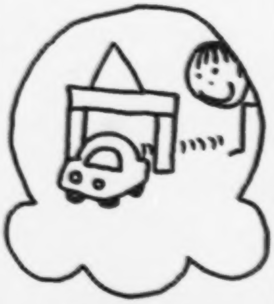

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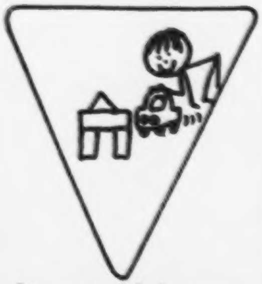

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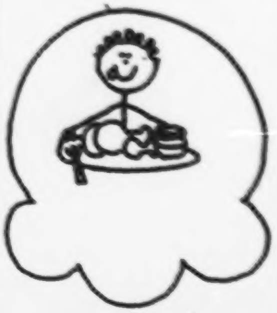

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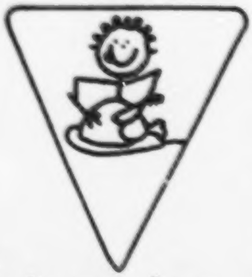

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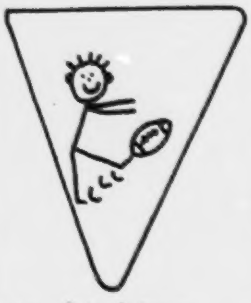

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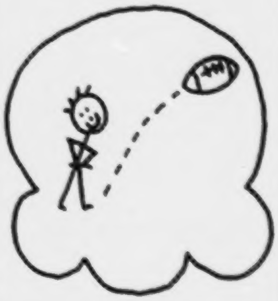

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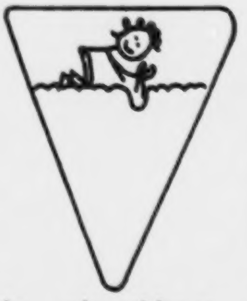

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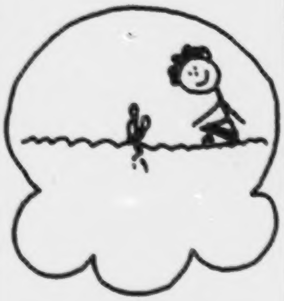

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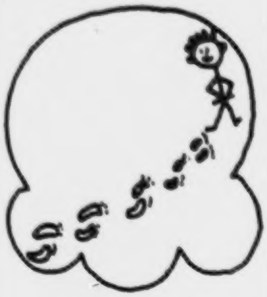

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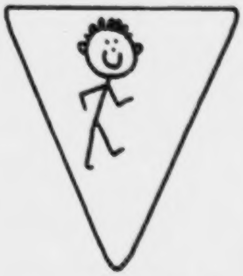

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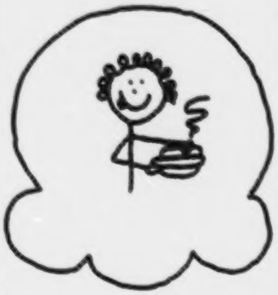

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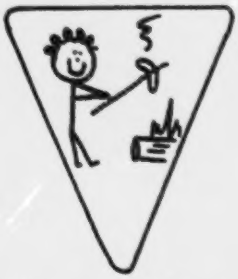

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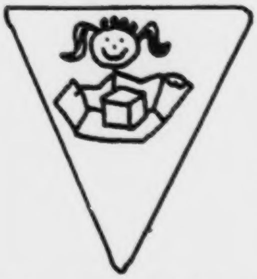

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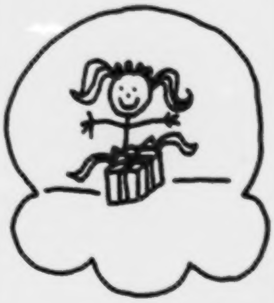

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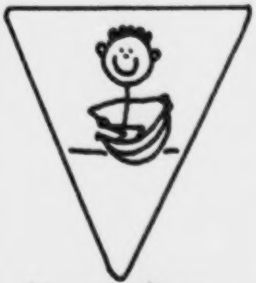

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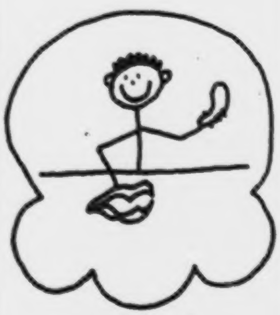

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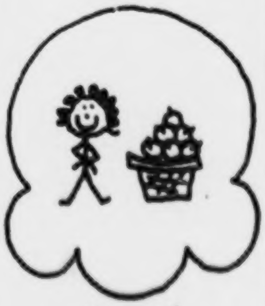

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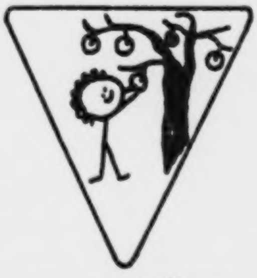

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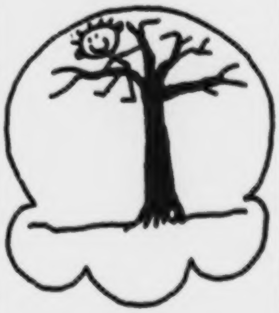

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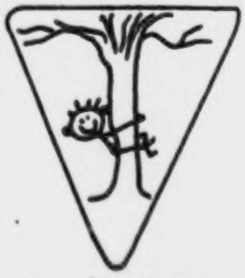

is climbing

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Skills: **Level** B - I - A

● **Reading** ● **Speaking** ○ **Listening** ● **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME MEMORY QUIZ

Outcome

The students will recall and write the names of ten out of twenty items.

Purpose To stimulate recall of names of items in the target language. To increase vocabulary and review.

Material **Time Needed** Varies

Tray with 20 items or pictures of items.

Description

1. Before class, prepare a tray with 20 items that suit the level of English of the group. (Food, pictures of clothing, etc.)
2. Cover the tray with a cloth.
3. Tell students that they have one minute to look at the items on the tray. They will then be asked to write down the names of as many items as they remember.
4. After all the students have had a chance to see the items, cover the tray and instruct them to write down the names of as many items as they can remember.
5. Ask for volunteers to read their lists.
6. The winner is the student who has the most correct items written down.

Other Suggestions

Submitted By A. McCoy **from**

Skills: VOCABULARY **Level** B

○ **Reading** ● **Speaking** ● **Listening** ○ **Writing**

● **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME MY HOUSE

Outcomes Students will practice vocabulary actively. Students will practice speaking and presentation skills.

Purpose To actively engage students in house-related vocabulary practice.

Material Floor plans/House plans **Time Needed** 1 hour

Description The teacher will obtain various floor plans and will bring the plans to class on a designated day. Each student will receive a floor plan to study. Having learned vocabulary associated with houses earlier in the week (or earlier in the lesson) the students will now have the chance to practice their learning actively.

After studying their floor plans, each student has a turn to present "their" house to the class, telling the class about their house using their learned vocabulary.

Other Suggestions Students may work in pairs to talk about the floor plan they have been given, and then make a joint presentation of their house to the class.

Submitted by Peggy Flaherty **from** Troy

Skills: **Level** I A

○ **Reading** ● **Speaking** ○ **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME My Life

Outcomes Improved oral language usage.

Purpose Practice speaking English to a large or small group

Material Chalkboard **Time Needed** 20-30 mins.

Description Each student draws a timeline on a paper at his/her seat after the teacher gives an example on the board.

1970	1989	1992	1993	1994	1995
Born in China	Mother died	Graduated from college	Married	1st child	Came to U.S.

Then each student comes to the board to tell about the most important events in his/her life. Other students can ask questions. The teacher may also ask the listeners questions to check their comprehension.

Other Suggestions Only a few students a day should be chosen to keep the students from becoming disinterested. May also be done with partners or in small groups.

Submitted by Charlotte Nowak **from** Troy ESL

Skills: Level BIA

○ Reading ● Speaking ● Listening ○ Writing

○ Survival ○ Job ● Culture

ACTIVITY NAME News Program

Outcome Students describe, understand, and discuss news vocabulary and events.

Purpose To report and comment on current news events

Material none Time Needed 10-15 minutes

Description
Encourage students to watch news programs or read newspapers in English or in their own languages. At the beginning of each class session, allow time for a news report. Accept all types of news stories. Teacher can rephrase reports if class doesn't understand them. Encourage commentary, opinions, corrections, and additions. Hesitant students might participate if teacher asks them to report on sales at local supermarkets or what the student did that day. Students could also volunteer to be on "news teams" to report exclusively on one news area, such as world, national, local, human interest, or weather. Each news team could give daily reports. After two or three weeks, change the groups, so everyone has a chance.

Other Suggestions Write news related words on the board every day to aid in reporting.

Submitted by Eileen Rande from Southfield/Ferndale

Skills: Level BI

○ Reading	● Speaking	● Listening	○ Writing
○ Survival	○ Job	○ Culture	

ACTIVITY NAME Number Ball

Outcome Students hear and say numbers.

Purpose To practice hearing and saying numbers quickly

Material a soft, nerf-type ball
or other soft object

Time Needed 5-10 minutes

Description

Before the exercise, announce the rules of the game - for example, "Plus one." Teacher throws the ball to one student and says a number. Student must catch the ball, say the correct response, and quickly throw the ball back to the teacher. Teacher says another number and throwsthe ball to another student. The ball is thrown to every student at least once, but in random order, so each student stays alert. and ready. If a student makes a mistake the teacher throws the ball back and repeats the number.

Other Suggestions This exercise can also be used with days of the week, alphabet, or past tense of verbs.

Submitted by Eileen Rande from Southfield/Ferndale

Skills: COMMUNICATION **Level** ALL

☒ Reading ☒ Speaking ☒ Listening ☒ Writing

☒ Survival ☒ Job ☒ Culture

ACTIVITY NAME

PICTURE CARDS

Outcome	Students will acquire and demonstrate better communication skills.
Purpose	To help students learn new words faster and to give students practice in speaking, listening, and writing.
Material	Picture flash cards with a picture or drawing on one side and the word, in large letters, on the other side.
Description	Depending on subject matter and level of students the teacher selects picture cards for the lesson. Commercially made groups of cards are available. However they are easily made. The teacher instructs the class not to say anything. Then she holds up the card word side to the class and shows it to all. She then calls on a student to say the word. With beginners she holds the picture side towards the class. The teacher may say the word as she shows it and repeat it, then have the class repeat it. She may repeat the word and have one student repeat it for pronunciation practice. It may be useful to have the teacher and class repeat the word several times. Several cards are used in this manner. The teacher can then reshow the cards for review. Cards that are known can be skipped next time. Words still not known can be reviewed. Words learned can be then put into a phrase or sentence. More advanced students can write a few sentences using the words. Once all of the words on the cards are learned they can be used for conversation practice. The teacher can also show the word then ask questions to give practice in listening and speaking. Other questions can also be asked to stimulate higher level thinking.

Submitted by Wesley Arnold

Skills: **Level** B - 1

○ **Reading** ● **Speaking** ● **Listening** ○ **Writing**

● **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME PICTURE THAT!

Outcome The students will demonstrate understanding of spatial relationships by giving or following oral directions.

Purpose To use learned vocabulary when giving oral directions and following oral directions given by a partner.

Material **Time Needed** Varies

Paper, pencil, map

VOCABULARY: Line, circle, square, house, left, right, up, down, below, next to, big, small, east, west, north, south,church between, pond, gas station, school, block, etc.

Description

1. Student selects a picture.
2. One person listens carefully and draws what his/her partner tells him/her to.
3. The other persons oral directions: "Draw a tree in the middle of the page."
4. If your directions do not seem clear, your partner may asks questions. Answer them clearly and completely. Try to help your partner make a drawing as much as possible like the one you are describing.
5. When your partner has drawn the picture, show him/her your picture. Compare the two pictures.
6. Switch places.

Other Suggestions

Use a simple map, one student tells how to get from one place to another while the other follows the route with his/her finger.

Submitted By A. McCoy **from**

Skills: COMMUNICATION, ANALYZING SKILLS **Level** B,I,A

○ **Reading** ● **Speaking** ● **Listening** ○ **Writing**

○ **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME PROVERBS

Outcomes The students will communicate in small groups to analyze proverb meanings.

Purpose Analyzing proverbs, communicating

Material List of different proverbs **Time Needed** 20-30 minutes

Description The teacher will write three proverbs on the board and assign students into small groups to discuss the meanings of the proverbs. After adequate discussion time, students will reconvene into a large group and each group will share the meanings that they had discussed. Students will be invited to share similar proverbs from their countries as well, to explore cultural similarities and differences.

Other Suggestions

Submitted by Jana Blue/Charlotte Nowak **from** Troy

Skills: **Level** I

● Reading ● Speaking ● Listening ○ Writing

○ Survival ○ Job ○ Culture

ACTIVITY NAME READING JIGSAWS

Outcome The students will demonstate the use of holistic and and the sequential process of reading comprehension.

Purpose To integrate skills of communication and reading comprehension. To use grammar and punctuation clues to interpret meaning.

Material

Written sentences on cardboard which are cut into segments. Laminate for future use.

Time Needed

One half hour

Description

1. Write sentences that review vocabulary that the students have been studying. Sentences should be written on cardboard and cut into segments at meaningful boundaries.
2. Put the pieces into an envelope labeled with a topic of the reading. The teacher should keep a card on which the entire reading passage is typed.
3. Divide the class into small groups.
4. Give each group an envelope. Tell students that the pieces of the reading will fit together exactly to form an account of the topic listed on the envelope.
5. Students should lay the pieces on a desk one by one so they be easily read. (Explain that some words may be unfamiliar, but they should not stop from putting the text together.)
6. Put the text together until it makes sense.

Other Suggestions 7. When satisfied with meaning, ask the teacher for the card of the complete text to compare for accuracy. Make corrections, if necessary, and reread.

Submitted By A. McCoy

from "Materials for Tutor Training in an ESL Program for Migrant Workers"

Skills: GRAMMAR **Level** I

○ **Reading** ● **Speaking** ○ **Listening** ● **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME "Round Robin Writing Using Indefinite Pronouns"

Outcomes Students will identify and be able to use indefinite pronouns easily and correctly.

Purpose To identify and use personal pronouns correctly.

Material Paper bag, pen, strips of paper **Time Needed** 45 minutes

Description Work in pairs or small groups. Write the indefinite pronou -someone/somebody/something/anyone/anybody/anything/no one/nobody/nothing/ everyone/everybody/everything on small pieces of paper and put them in a stack (or paper bag). Turn the stack over so you can see only the blank side of the paper. Draw a piece of paper and begin a story using the indefinite pronoun written on your piece of paper. Write the sentence down. The next person draws a piece of paper, makes up a sentence that relates to the first, and then writes that sentence down. Example:

- Student 1 draws **nobody** and writes: Nobody loves me.
- Student 2 draws **something** and writes: I really want to do something about it.

When the pairs or groups have finished, the stories can be read aloud to see who has produced the most amazing or unusual story.

Other Suggestions

Submitted by Carolyn Kasa **from** Troy

Proverbs

. A bird in the hand is worth two in the bush.
. A friend in need is a friend indeed.
A rolling stone gathers no moss.
A stitch in time saves nine.
A watched pot never boils.
A word to the wise is sufficient.
Absence makes the heart grow fonder.
All that glitters is not gold.
An apple a day keeps the doctor away.
An ounce of prevention is worth a pound of cure.
Beauty is as beauty does.
Beauty is in the eye of the beholder.
Beauty is only skin deep.
Blood is thicker than water.
Boys will be boys.
Business before pleasure.
Cash on the barrelhead.
Children should be seen and not heard.
Cleanliness is next to godliness.
Do unto others as you would have them do unto you.
Don't bite off more than you can chew.
Don't bite the hand that feeds you.
Don't burn your bridges behind you.
on't count your chickens before they hatch.
on't cry over spilled milk.
on't cut off your nose to spite your face.
o as I say, not as I do.
on't look a gift horse in the mouth.
on't make a mountain out of a mole hill

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30. Don't put all your eggs in one basket.
31. Don't put the cart before the horse.
32. Every cloud has a silver lining.
33. Fight fire with fire.
34. Forgive and forget.
35. Good fences make good neighbors.
36. Grab the bull by the horns.
37. Haste makes waste.
38. He who hesitates is lost.
39. Hell hath no fury like a woman scorned.
40. His bark is worse than his bite.
41. Home is where the heart is.
42. If the shoe fits, wear it.
43. If you can't beat 'em, join 'em.
44. If you can't stand the heat, get out of the kitchen.
45. If at first you don't succeed, try, try again.
46. If you give him an inch, he'll take a mile.
47. It's better late than never.
48. Better to be safe than sorry.
49. Better to give than to receive.
50. It's better to have loved and lost than never to have loved at all.
51. It's not whether you win or lose, but how you play the game.
52. It's not who you are; it's who you know.
53. It's quality, not quantity, that counts.
54. Keep a stiff upper lip.
55. Keep your nose to the grindstone.
56. Laugh and the world laughs with you; cry and you cry alone.
57. Lay your cards on the table.
58. Leave well enough alone.

Skills: COMMUNICATION **Level** ALL

⊘ Reading ⊘ Speaking ⊘ Listening ⊘ Writing

⊘ Survival ⊘ Job ⊘ Culture

ACTIVITY NAME

QUICK LEARNING OF THEME NOUNS

Outcome Students will acquire and demonstrate better communication skills.

Purpose To give students who do not understand English understanding of object names and provide practice in speaking, listening, and writing.

Material Picture dictionaries that show whole scenes or copies of pages from one showing the objects in the theme that the teacher wants to teach.

Description The teacher who has many students who do not understand English can use handouts made from picture dictionaries to quickly teach names of objects in a theme. For example the city street scene shows over thirty items that would be rather difficult to describe to non speakers. However the drawing showing the scene clarifies the item instantly and provides a visual learning input as well as the printed form of the word. The teacher can supply the verbal input. The teacher repeats the word several times having the class repeat also. The teacher can then repeat the word then have individual students repeat the word for pronunciation practice. This could be followed by placing the word in a sentence or telling a story about the scene. Depending on the levels of students, conversation or writing about the scene could follow.

Other Suggestions Follow up with a review on a later date to reinforce learning.

Submitted by Wesley Arnold

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Skills: **Level** B, I

● **Reading** ○ **Speaking** ● **Listening** ● **Writing**

● **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME Shape and Color Review

Outcome Incorporate listening, visualizing and drawing to follow English directions
Recalling basic terms, assimilating new related terms

Purpose To assess comprehension & following directions skills
To provide visual reminders of terms presented
To review basic shapes and colors
To reinforce listening skills

Material

	Time Needed
blank sheets of white paper - 1/student	20-45 min.
pencils/pens	
crayons: 7-10 colors/each 2-3 students	
black/white board, colored chalk/marker	

Description Teacher orally reviews a set of related vocabulary terms, such as shapes, colors, fruits, vegetables, clothes, furniture, tools, etc.

Pass out one sheet of blank paper to each student. Direct students to fold into ½, ¼, then 1/8. Demonstrate and draw on board. Unfold paper and direct students to # sections 1-8.

Dictate instructions for each section to be written on bottom of each: "3 blue triangles" "4 red circles" etc. for colors/shapes or "7 bananas", "5 grapes" etc. for fruits, i.e.

Model written descriptions on blackboard in appropriate spaces, eliciting correct spelling from students.

Direct students to draw the indictated items in each section and color as directed; monitor all work; have a student model each section on board. Orally review.

Other Suggestions See beginning of Description. Can be applied to any related set of vocabulary terms, sets of verbs, adjectives,etc.

Submitted By Susan Rice **from** Perdue Center - Pontiac

Skills: COMMUNICATION **Level** ALL

● Reading ● Speaking ○ Listening ● Writing

● Survival ● Job ● Culture

ACTIVITY NAME

SAVING TIME WITH A BASIC INTERNATIONAL VOCABULARY

Outcome Groups and individuals who do not understand English will be able to communicate with each other in the shortest time possible. (Much shorter time frame than if the usual classroom English were taught.) The complete necessary grammar can be known in one hour. Vocabulary for 90% understanding can be learned in 40 hours. Students will acquire and demonstrate better communication skills.

Purpose To give people. who do not understand English or any other common language. communication capability in the shortest possible time. Branching on to full classroom English is facilitated by common understanding between learners. Scientific studies show that classroom English is learned faster after this basic vocabulary and grammar are learned first. This is not meant as a replacement for English rather a stepping stone to the learning of English in less time.

Materials Booklet "Basic Inter-Language Vocabulary" and audio tapes both in the respective languages of the participants. See Books in Print Titles.

Description The vocabulary consists of over 1200 words broken down into five groups. The Highest-Utility-Highest-Frequency word group of 288 words provides 90% understanding of most common conversations and letters. The grammar consists of 16 basic rules which can be learned in an hour and have no exceptions. There are 36 common affixes which alter word meanings and save the learner from memorization of hundreds of words. Over 50.000 word meanings can be formed using these and this basic vocabulary. All of the verbs are completely regular. All plurals are completely regular. All words are pronounced as spelled and spelled as pronounced no exceptions. There are no idioms.

Other Suggestions For any needed words not included a pocket dictionary master is available free to the teacher from the publisher of the booklet. Vocabularies are also available free on the Internet. This basic vocabulary is being used on the internet for communication between speakers of different languages.

Submitted by Wesley Arnold

Skills: Written and Oral Communication Skill **Level** I,A

○ **Reading** ● **Speaking** ● **Listening** ● **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME "THE SHOE FITS WHO?"

Outcomes Students will use pictures to compose their own written story.

Purpose To create a fictional character, using imagination and creativity to communicate in the target language.

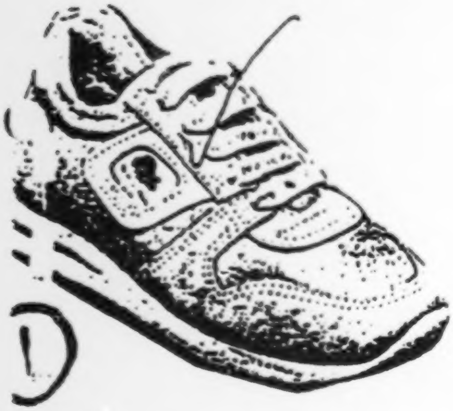
Material Paper, Pencil, Shoe pictures **Time Needed** 30-40 minutes

Description The students will be given pictures of various style shoes. They will be asked to choose one of the shoes, and to write a description of the person who would wear that shoe.

The more advanced students may choose to write a short story about the character who wears that type of shoe. The stories may then be shared with the class, after polishing and proofreading has been completed by the teacher.

Other Suggestions If the stories are shared with the entire class, the activity may be stretched over a period of two, or more, days.

Submitted by Jana Blue **from** Troy



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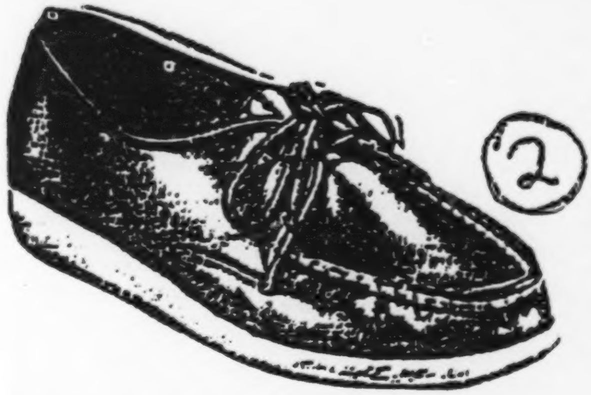

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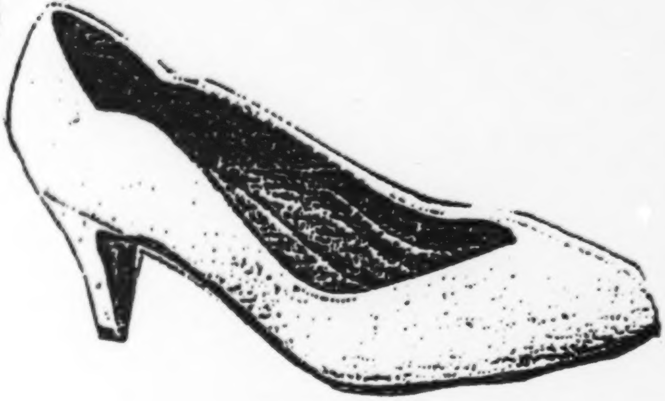

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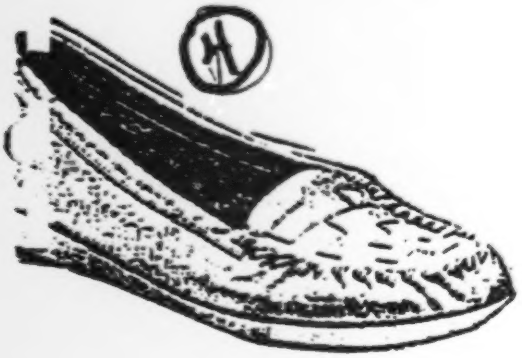

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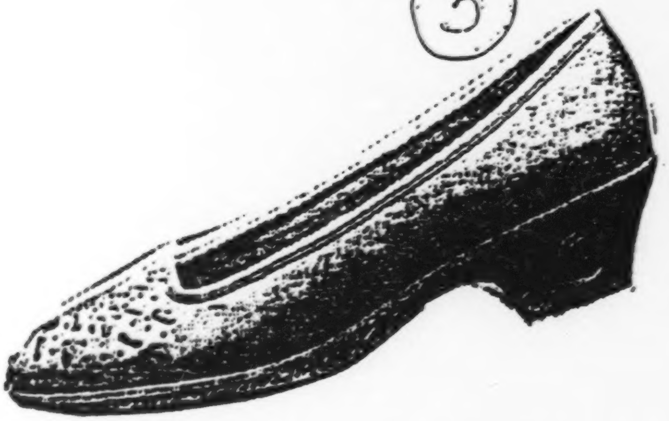

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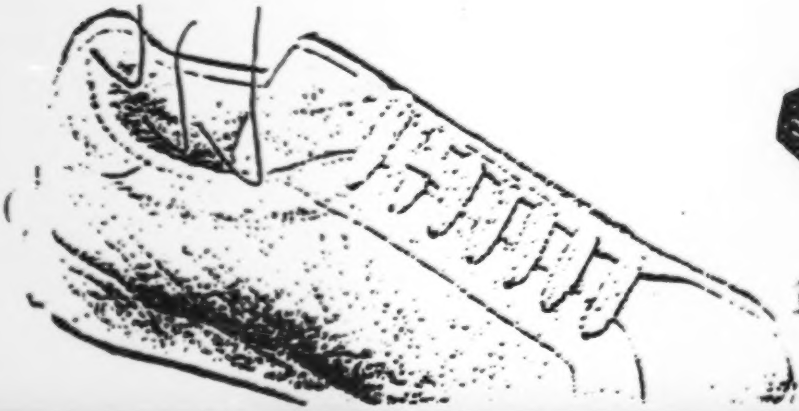

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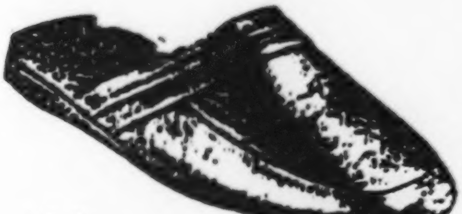

Skills: Level BI

● Reading ○ Speaking ○ Listening ○ Writing

● Survival ○ Job ● Culture

ACTIVITY NAME Shopping List

Outcome Students find grocery store items and their prices in newspaper advertisement.

Purpose To use grocery store and newspaper handbills to identify and find items and their prices

Material 10-20 old (expired) handbills from a local supermarket
paper, pencils
small prizes, if desired

Time Needed 20 minutes

Description
Prepare a "shopping list" using items listed in the handbill. Give handbills and copies of the list to pairs of students. Each pair must iook for the items in the handbill and record prices. When all items have been found, they should add up the total price. You can easily see if they have found all the correct items, because their totals will match your total. When everyone has finished, write the correct price of each item and the page number on the board. A prize can be given to the student pair who finished first.

Other Suggestions Handbills printed during the holiday season are usually larger and more colorful.

Submitted by Eileen Rande from Southfield/Ferndale

Skills: **Level** A

● **Reading** ● **Speaking** ● **Listening** ● **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME Spell with Scrabble

Outcome
Use Scrabble tiles to create words
Demonstrate spelling skiils
Play a game in the classroom

Purpose
To improve spelling skills
To promote recognition of parts of speech
To expand students' vocabulary

Material
1 paper cup per student
tiles from Scrabble games
paper & pencil

Time Needed 15-30 min.

Description Divide tiles evenly among students; they put in cups. Depending on class size, students can work in pairs, in groups, or individually.

Give students 2-3 minutes to make as many words as possible from their tiles. They then write them down on paper.

When time is called (by you), list words on blackboard and discuss. Points may be assigned as desired to each "team".

Exchange tiles between groups and do timed exercise again. Repeat list & discuss.

Continue until all students have worked with all cups of tiles.

A prize may be given to the individual or group that has accumulated the most points.

Other Suggestions

Limit words spelled to only nouns, verbs, prepositions,etc., or around a theme (clothes, food,...).

Have students form sentences by combining words from lists.

Abbreviations, antonyms, homonyms or synynyms can be added.

Submitted By Susan Rice **from** Perdue Center - Pontiac

Skills: Level BIA

● Reading ○ Speaking ○ Listening ● Writing

● Survival ○ Job ● Culture

ACTIVITY NAME Story Museum

Outcome Students write explanations of pictures and match texts to pictures.

Purpose To write a short story and match a text to a picture

Material	interesting magazine pictures mounted on construction paper small numbered cards pens, paper	Time Needed 20 minutes and 15 minutes

Description
Introduce categories of stories, such as drama, comedy, adventure, science fiction, documentary, etc. Students choose pictures and categories and write short stories, from 2-8 sentences. The story must explain the picture. Students can work alone or in pairs. Type summaries of their stories and distribute copies to students the next day. Hang pictures on the wall with a number card on each. Students must walk around the room and match pictures to summaries. Then they must identify the category of each story. Allow a limited amount of time. Discuss the stories and categories.

Other Suggestions Walking around the room during class time helps alleviate boredom. Do this exercise during Academy Awards, and call the stories movie plots. Have students vote for the best picture and give an "award."

Submitted by Eileen Rande from Southfield/Ferndale

Skills:

Level I A

○ **Reading** ● **Speaking** ○ **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME Stretch Your Imagination

Outcomes Enthusiastic uninhibited oral-communication

Purpose Conversation practice

Material Items or pictures of items **Time Needed** 30 mins.

Description Divide the class into small groups. Give each group an item or a picture of an item. Have the students brainstorm as many uses for the object as possible. A secretary in each group records all the uses. Each secretary then shares the list with the class, earning a point for each possible use the group has found.

Other Suggestions Each group may be given the same object or different ones, however, it seems to be more equal with the same object.

Submitted by Charlotte Nowak **from** Troy ESL

Skills: Level BIA

○ Reading ● Speaking ● Listening ○ Writing

● Survival ● Job ● Culture

ACTIVITY NAME Table Teacher

Outcome Students hear and repond to questions using new vocabulary, idioms, concepts, etc.

Purpose To hear and say new vocabulary, idioms, etc.

Material 3 X 5 cards

Time Needed 15-20 minutes

Description
Print a question using new vocabulary or idioms on each of 20-30 cards. Also print at the bottom of the card the answer or possible solution to the problem or question. Divide class into groups of 4 or 5 students. Give each group an equal number of cards. Have each group chose a "teacher" who reads the question or problem to his group. Each person in turn gives a response. The "teacher" can check the correctness of a response by looking at the answer suggestions at the bottom. Allow 3-5 minutes before you announce, "Change!" Shift the cards from one group to the next clockwise, even if a group hasn't finished, so that all groups will have practiced most of the cards.

Other Suggestions These cards can be used several times in one class - during the presentation of new material and as a review. Shy or weaker students have an opprtunity to respond in small groups and get extra help from peers. You can also print short social scenarios on the cards and ask what is the proper polite response.

Submitted by Eileen Rande

from Southfield/Ferndale

Skills: **Level** B I A

○ **Reading** ○ **Speaking** ● **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME Take One Out

Outcomes Development of listening for relationships between spoken words.

Purpose Listening carefully to individual words

Material Lists of four words each **Time Needed** 20 mins

Description Four words are read to a student. He/she must choose the one that does not belong and say it, telling why it was chosen to be eliminated.

Example: apple, orange, pepper, grapes
pen, book, magazine, pamphlet
horse, fish, cow, pig

Other Suggestions

Submitted by Charlotte Nowak **from** Troy ESL

Skills: COMMUNICATION **Level** B,I,A

○ **Reading** ● **Speaking** ● **Listening** ● **Writing**

○ **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME Tell the Truth!

Outcomes Students will communicate verbally and non-verbally to distinguish true from inaccurate statements made by their fellow students; students must select one false statement made by the other students.

Purpose To prepare students to discuss aspects of verbal and non-verbal communication in their culture and others'.

Material Paper, pencil **Time Needed** ●1 hour

Description Students receive a piece of paper on which they are told to write three things about themselves...three of which are true, and one false. Students should be encouraged to write items about themselves which are not easily known or discovered so as to camouflage their false statement.

The students will then make two columns on their papers: one column in which to write the name of each student in the class, and the adjacent column to mark the number of that student's statement which they believe to be false.

Each student will have a turn to say their four statements to the class, trying to keep the same expression on their faces for all four statements. After a student is done speaking, the other students have a chance to secretly elect the supposed false statement on their papers, in the column next to the student's name.

When every student has had a turn, the students each repeat their four statements and the other students can now guess aloud which statement they thought to be false. The student with the greatest amount of correct guesses may win a prize.

A discussion of verbal and non-verbal communication cues and cultural customs may follow.

Other Suggestions

Submitted by Jana Blue **from** Troy

LIST THREE THINGS THAT ARE TRUE, AND ONE THAT IS FALSE!

List in any order so as to not reveal which one is false.

1. ____

2. ____

3. ____

4. ____

The following lines are to be used for your guess of other peoples answers.

	NAME	NUMBER OF YOUR GUESS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
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14.		
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32.		
33.		
34.		

Skills: **Level** B I A

○ **Reading** ● **Speaking** ○ **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

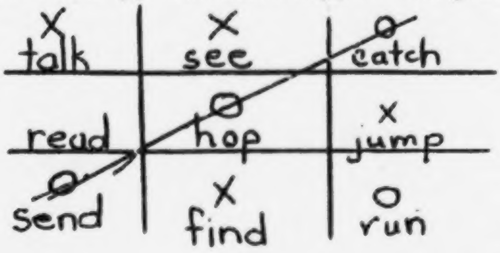
ACTIVITY NAME Tic Tac Toe

Outcomes New vocabulary, verb tense, or idiom mastery

Purpose Using sentence construction to reinforce new vocabulary, verbs, idioms, etc.

Material Chalkboard **Time Needed** 20 mins.

Description Draw a tic tac toe grid on the chalkboard with one newly learned vocabulary item in each box. Divide the class into two teams. Designate either an "x" or "o" to each team. Have one person from one team use any one of the items in the boxes correctly in a sentence, and then mark the "x" or "o" in that box. Next a person from the other team gives a sentence. When a team has three "x's" or "o's" in a straight line vertically, horizontally, or diagnally, it wins.



Other Suggestions Verbs in the base form can be written in the boxes, but changed to another tense for the sentence.

Submitted by Charlotte Nowak **from** Troy ESL

Skills: **Level** B-I

○ **Reading** ● **Speaking** ● **Listening** ○ **Writing**

● **Survival** ○ **Job** ● **Culture**

ACTIVITY NAME Twenty Questions

Outcome Improve conversation skills-speaking and listening clearly. Show mastery of basic vocabulary and format of questions.

Purpose To practice question/answer phrasing.
To reinforce vocabulary, promote grammar skills and promote conversation.

Material Paper bag and any item teacher wants to place in it (previously introduced).

Time Needed 5-20 minutes

Description Review question/answer vocabulary words/format. Show closed bag to the class as a whole.

Students are directed to look at the bag and guess what is in it by asking questions. Can limit to 20 questions per class per day.

If a student guesses correctly, a prize can be given.

Other Suggestions Adjectives or verbs related to item can be elicited.
Students can work with partners or teams.

Submitted By Susan Rice

from Perdue Center-Pontiac

Skills: COMMUNICATION **Level** ALL

○ Reading ● Speaking ● Listening ● Writing

● Survival ● Job ● Culture

ACTIVITY NAME

USING OBJECTS TO TEACH CONCEPTS

Outcome Students will acquire and demonstrate better communication skills.

Purpose To give students who do not understand English understanding of various concepts and provide practice in speaking, listening, and writing.

Material Some objects having assorted characteristics depending on what concepts the teacher may want to teach.

Description The teacher being faced with a class of students who do not understand English can use common objects to easily teach concepts. For example concept of short and long. Short and long pencils can be shown to students with the appropriate verbal description. However at least two additional objects should be used to fully clarify the concept. Such as a long string and a short string. Objects can be used to clarify the meaning of many physical concepts such as length, colors, opposites, position, distance, size, weight, value, in addition to the name of the object itself. I have often used an object to show "on, under, over, beside, in front of, behind, in, etc." Clock faces with movable hands are excellent for teaching time. Even common objects such as: lock & key, utensils and bowl, light bulb and lamp with cord: can be very helpful.

Other Suggestions Magazines and picture dictionaries are a great source of pictures of objects.

Objects can be quick sketched on the chalk board if not available.

More advanced students can describe the objects to others, make up sentences using the object in the sentence. They can make up stories or describe actions involving objects. They could also write a few sentences about that giving writing practice.

Submitted by Wesley Arnold

Skills: Level BIA

● Reading ● Speaking ● Listening ○ Writing

● Survival ● Job ● Culture

ACTIVITY NAME What Else?

Outcome Students use new vocabulary and life experiences in small group discussions.

Purpose To apply understanding of text or new vocabulary to other situations

Material paper Time Needed 10-20 minutes

Description
After reading a text, prepare a set of questions that include the question, "What else?" Give a set of questions to each small group. They must brainstorm to come up with creative ideas. After a set time, reconvene to discuss answers. Write ideas on the board and discuss their merits.
For example, after reading a text about popcorn, give students a list of questions such as these:

Popcorn pops. What else pops or explodes when you cook or bake it?
The Indians introduced popcorn to the Pilgrims. What else did the Indians introduce to the Europeans?
People eat corn. What else can they do with it?
Americans eat popcorn at movie theaters. What else do they eat there?
Etc.

Other Suggestions

Submitted by Eileen Rande from Southfield/Ferndale

Skills: **Level** B

○ **Reading** ○ **Speaking** ● **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME What's The Word?

Outcomes Mastering proper grammar usage; improved listening comprehension

Purpose To drill verbs in the simple present tense

Material 2/3 index cards per student **Time Needed** 10-15 mins.

Cards may be printed with do and does, or am, is, and are

Description Each student places their index cards on their desk. The teacher says a sentence with the verb missing. As the students listen to the sentence, they choose the correct verb card and raise it in the air.

Other Suggestions This works very well for do and does, as well as have and has, go and goes etc. Can also be used for much and many, few and less etc.

Submitted by Charlotte Nowak **from** Troy ESL

Skills: **Level** I - A

● Reading	● Speaking	● Listening	○ Writing
● Survival	● Job	○ Culture	

ACTIVITY NAME WHERE AM I?

Outcome The students will demonstate ability to ask for and give oral directions.

Purpose To practice asking for and giving information.
To use vocabulary of directions.

Material
Prepare role cards before class.

Time Needed Varies

Description

1. After students have had an appropriate grammar/vocabulary lesson regarding asking for and giving directions, tell them that you would like them to practice what they have learned by pretending to be people who need information in order to get to a specific place and people who give that information.
2. Divide the group into two in a group and give each person a role card. Students should not show their card to each other.
3. Call each pair to the front and have them enact their roles.

Other Suggestions

Submitted By A. McCoy

from Imlay City ESL Program

ROLE CARDS (SUGGESTIONS)

Situation 1: A street in your city
Your role: A student asking directions

You have taken a bus from your new apartment. You are looking for the First National Bank, where you wish to open an account. You see a kind-looking old woman whom is selling flowers. Ask her for directions to the bank.

Situation 1: A street in your city
Your role: An old woman selling flowers

A college student gets off the bus in front of the place where you sell flowers everyday. The student ask for directions to a bank. Give the student the directions he/she needs.

Situation 2: The car rental at the airport
Your role: Salesman

You have just arrived in Michigan, where you have rented a car. You need directions to the Sheraton Hotel from the airport.

Situation 2: The car rental, office at the airport
Your role: A clerk in the office

You are new to your job and to the city, so when you are asked for information you will need to use a city map. You are very kind to many visitors who rent cars from you so you try to give clear directions.

Situation 3: A large department store
Your role:A truck driver who is looking for a black leather wallet.

You need a new wallet and would like one that is black leather. Ask the salesperson for what you want.

Situation 3: A large department store
Your role: A salesperson in the wallet department

You are a salesperson who wants to win a trip to Las Vegas for the most merchandise this week. A truck driver asks to buy something you do not have, but you try to sell him something

Skills: Level BIA

● Reading ● Speaking ○ Listening ● Writing

○ Survival ● Job ○ Culture

ACTIVITY NAME Where's the Mistake?

Outcome Students recognize, correct and analyze their own errors.

Purpose To identify and correct errors in writing exercises

Material students' written work Time Needed 10-15 minutes

Description
After students have submitted written work (creative writing on a specific topic is best), pick out common errors. Type these sentences and number them, allowing one mistake per sentence. Distibute a copy to each student or small group of students. Students must find and correct errors. After 5 or 10 minutes, ask students to identify each error and its correct form. Write the corrections on the board. At the end of the exercise, ask students to analyze or categorize all the errors to help them remember pitfalls to avoid next time they write.

Other Suggestions Instead of written errors, you could prepare sentences with common spoken errors. Students appreciate seeing errors addressed and corrected in this non-embarassing way.

Submitted by Eileen Rande from Southfield/Ferndale

Skills: **Level** B - I - A

○ **Reading** ● **Speaking** ● **Listening** ○ **Writing**

○ **Survival** ● **Job** ○ **Culture**

ACTIVITY NAME WHO AM I?

Outcome The students will solve the identity of a person by asking yes and no questions.

Purpose To practice asking questions to find out details.

Material

Name tags, safety pins

Time Needed Varies

Description

1. Pin the name of another student on each student's back.
2. One by one, the students turn around showing another student the name on their back. They then ask yes and no questions to determine the identity of the name on their back.
3. Be sure to include your name in the game.

Other Suggestions

Use pictures or names of famous persons that the class are familiar with.
Occupation pictures

Submitted By A. McCoy **from** Imlay City Schools

Skills: **Level** I

● **Reading** ● **Speaking** ● **Listening** ○ **Writing**

○ **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME Who Has Game

Outcome Demonstrate vocabulary and Math skills
Use listening to process information and act

Purpose To review numbers and Math vocabulary
To incorporate listening, processing and pronunciation skills

Material "Who Has" cards, prepared *
Scrap paper for each student
* See attached sheet.

Time Needed 20-40 min.

Description Review pronunciation of #s to 25. Review Math vocabulary words such as "less than, take away, double, dozen, times, divided by, twice, from", etc.

Pass out all cards until all are distributed. Some students may end up with one more than others.

Student who has the card that reads "25-I have 25. Who has 4 less?" begins , by reading aloud that card. All others listen; allow time for processing. Student with the card that says "21-I have 21. Who has 20 less?" reads that aloud. Cards can be brought up to front after being read.

Play continues in this manner (guided by the teacher) until the student with the 13th card asks, "Who has a dozen more?" and is answered by the student who began the game with "25".

Other Suggestions Variation using antonyms, synonyms, pairs of vocabulary words (shoes-foot, 25c-quarter, clerk-store, May-5th month, etc.)

Submitted By Susan Rice **from** Perdue Center-Pontiac

WHO HAS

25	I have 25.	Who has 4 less?
21	I have 21.	Who has 20 less?
1	I have 1.	Who has 17 times as many?
17	I have 17.	Who has this less 1?
16	I have 16.	Who has double this?
32	I have 32.	Who has this take away 5?
27	I have 27.	Who has this divided by_9, multiplied by 4, plus 18
30	I have 30.	Who has this times 2?
60	I have 60.	Who has this divided by 12 less 3?
2	I have 2.	Who has 2 more.
4	I have 4.	Who has twice as many?
8	I have 8.	Who has 3 times as many?
24	I have 24.	Who has 1/4 of this?
6	I have 6.	Who has this minus 2, times 3, less 3?
9	I have 9.	Who has this divided by 3?
3	I have 3.	Who has a dozen more?
15	I have 15.	Who has this multiplied by 2 minus 11?
19	I have 19.	Who has this minus 2 plus a dozen more?
29	I have 29.	Who has this plus 33 divided by 2?
31	I have 31.	Who has this less 5?
26	I have 26.	Who has this divided by 2 plus 20?
33	I have 33.	Who has this divided by 3 and 11 more?
22	I have 22.	Who has this less 2?
20	I have 20.	Who has 1/4 of this?
5	I have 5.	Who has 5 more?
10	I have 10.	Who has 3 less?
7	I have 7.	Who has this and 7 more?
14	I have 14.	Who has double this?
28	I have 28.	Who has 5 less?
23	I have 23.	Who has this less 1 and divided by 2?
11	I have 11.	Who has 1 more?
12	I have 12.	Who has half as many more?
18	I have 18.	Who has 5 less?
13	I have 13.	Who has a dozen more?

Skills: Level BI

○ Reading ○ Speaking ● Listening ○ Writing

● Survival ○ Job ○ Culture

ACTIVITY NAME Yes, I Do. No, I Don't

Outcome Students will aurally differentiate between two types of questions and give correct short answer.

Purpose To give short answers

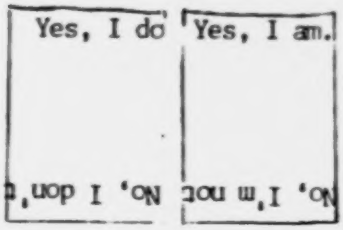
Material 3 X 5 cards in two colors (or white cards with two colors of markers)

Time Needed 3-4 minutes

Description

Prepare cards as illustrated. Glue the backs of the two cards together. Prepare as many sets as you have students. Laminate, if possible.

Distribute one glued card-set to each student. Teacher asks a question that requires a "yes" or "no" answer, and students must flash an answer. Teacher can easily see by the color of the flashed response who is mixing up "do" questions and "be" questions. Sample questions might be: Do you sleep in a bed? Are you sleeping in a bed? Do you drink coffee? Are you drinking coffee? Etc..



red side blue side

Other Suggestions This exercise is best when it is used for several days , only a few minutes at a time. It's a quick way to check up on individual understanding of " be" and "do" responses.

Submitted by Eileen Rande from Southfield/Ferndale

Skills:

Level B - I

○ **Reading** ● **Speaking** ● **Listening** ○ **Writing**

● **Survival** ○ **Job** ○ **Culture**

ACTIVITY NAME YES/NO DRILL

Outcome The students will be able to ask questions which require yes or no answers in order to learn something about another person.

Purpose To practice asking questions and answering with yes and no statements.

Material

Red and blue squares

Time Needed Varies

Description

1. Pass out the red and the blue squares.
2. Explain to the students that the one with the red squares will ask the questions and the ones with the blue squares answer the questions.

   Person with red square: "Do you have children?"
   Person with blue square: "Yes, I have 4 boys."

3. After 10 questions the person with the red square introduces the person with the blue square to the class.

4. Switch roles.

Other Suggestions

1. Use clue cards: he/no, she/yes, they/yes, he/yes, etc.
2. To practice prepositions of place: under, near, over, etc.

Submitted By A. McCoy

from D. Campbell

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- Round Robin
- Spell with Scrabble

pictures
- Learning Through Real Life
- Picture Cards
- Quick Learning of Theme Nouns
- Story Museum
- Stretch Your Imagination

polite phrases
- Table Teacher

present tense
- What's the Word?
- Melt Away Wrong Language

pronouns
- Round Robin

proverbs
- Proverbs

question formation
- Do You Have
- Famous Person Interview
- Getting Acquainted
- Interview the Rich and Famous
- Learning Through Questions
- Twenty Questions
- Yes/No Drill

quick learning
- Describing Round
- Learning Through Questions
- Learning Through Real Life
- Learning Tapes
- Picture Cards
- Quick Learning of Theme Nouns
- Saving Time
- Using Objects

Scrabble game, using
- Spell with Scrabble

sentence formation
- Chain Stories
- Charades
- Reading Jigsaw
- Story Museum
- Where's the Mistake?

shapes
- Match
- Shape and Color Review

short answers
- Do You Have
- Yes, I Do

spelling
- Spell with Scrabble

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story telling
    Chain Stories
    Describing Round
    Experience Stories
    Story Museum

synonyms
    Match
    Who Has Game

tape recorders, using
    Answering Machine Message
    Learning Tapes
    Magic of Music

telephone
    Answering Machine

verbs
    Find Someone Who
    Number Ball
    Who Has Game

vocabulary
    Beat the Clock
    Chalkboard Quick Learning
    Charades
    Do You Have
    Farmer Jack's Problems
    House Bingo
    Idiom Concentration
    Match
    Memory Quiz
    My House
    News Program
    Quick Learning of Theme Nouns
    Saving Time
    Shape and Color Review
    Shopping List
    Story Museum
    Table Teacher
    Take One Out
    Twenty Questions
    Using Objects
    What Else?
    Who Has Game